

NARRATIVES OF TEACHER PROFESSIONAL LEARNING IN INDONESIA

BY

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DISSERTATION

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ABSTRACT

This research was a narrative study of the professional learning of workshop leaders, that is, senior teachers whose professional growth prepared them to share their learning with other teachers. Six participants in this study made up three cases. Case 1 included three workshop leaders in an IB-PYP¹ school. Case 2 was two workshop leaders who were previous IB-PYP workshop leaders but then worked in two separate non-IB private schools. Case 3 was a non-IB workshop leader who taught in a private religious-affiliated school. All participants took ownership of their growth, which motivated them to share their learning with other teachers. Sharing what they had learned with others increased their professional development as well.

In all three cases, professional learning was motivated by varied institutional support. In Case 1, the progressive pedagogy and professional development of the IB-PYP school supported these teachers' professional learning. In Case 2, the two participants also were provided professional development opportunities within an IB-PYP school to become workshop leaders; after 4-5 years they moved to two different private elementary schools as a senior teacher and a principal; they continued offering workshops for teachers in non-IB schools. They were anxious to share the progressive best practices learned in their IB programs. In Case 3, the participant benefitted from reflective practices in his religious high school and he conducted extensive workshops, wrote for numerous newspapers, offered lectures at university, and published many books to share what he had learned. In all three cases, these workshop leaders learned a great deal that they then felt committed to share with other teachers. They all embodied an expression provided by the Case 3 teacher, namely *nemo dat quod non habet* (Latin), one cannot give what one does not have. Based on their own learning, all of these workshop leaders felt strongly

¹ IB-PYP stands for International Baccalaureate-Primary Years Program, a progressive, inquiry-oriented curriculum framework for K-5 students.

motivated to help teachers in ways that would provide more progressive teaching and better learning for students.

This study revealed three shared elements of these teachers' professional learning, (a) their professional development occurred within sustainable support structures, (b) they took ownership of own growth, and (c) they engaged in cycles of growth and sharing, and reflection and action, that extended their development. This study also revealed different levels of engagement in critical thinking that has implications for Indonesian education more broadly.

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CHAPTER 1

INTRODUCTION

When PISA scores for Indonesia came out in 2012 listing Indonesia in the lowest group, I had just started my doctoral study at the College of Education at the University of Illinois at Urbana-Champaign. When a Korean fellow student brought the PISA achievement of Indonesia to my attention, he asked: “Do you believe in this result?” I smiled and showed my disbelief because I have seen many students scoring almost a perfect 10.0 on national examinations. I remembered one high school in Yogyakarta that rejected student with 8.9 average scores because all seats were taken by scorers of 9.1 and above out of 10.0 scale. I found it hard to believe that students who had been taught within a teach-to-the-test pedagogy would rank so low on the PISA assessment. Nevertheless, the literacy ranking listed Indonesia at the bottom, just above Botswana.

I later recalled a bitter experience of witnessing a scene at a national examination in one remote, frontier school. Students sat quietly and were guided to fill in their identity data on answer sheets from exam school supplies; the remaining parts of the sheets were empty until the end of the examination; students did not read well enough to understand the examination materials. No one knew what happened next, but a month later I heard that all students graduated from that elementary school.

As I progressed in my courses in the Curriculum and Instruction Department in the College of Education, I focused on teacher education and came to appreciate the central role that teachers play in creating successful education for students. Literature in education reform suggests that successful education improvement initiatives involve teachers’ growth (Clark, Livingstone, & Smaller, 2012b; Fullan, 2011; A. P. Hargreaves & Shirley, 2012; Kaniuka, 2012)

in what Darling-Hammond calls a “knowledge base for teaching.” This includes three components: (a) curriculum and subject matter, (b) teaching, and (c) learners and learning in a social context (Darling-Hammond, 2006, p. 84). It can be argued that Indonesia’s poor quality of education is at least partially related to the poor quality of teachers. Teachers too often are graduates of low performing teacher education programs that are nested in the wider system of Indonesian education (Kompas, 2013).

Teacher education and teaching conditions vary widely across Indonesia’s topography of more than 6,000 habitable islands. This makes teacher distribution and development quite challenging. I have met teachers from prestigious private and public schools in large cities; I have visited remote schools and talked to teachers, principals, and heads of the local Ministry of Education in these areas about teacher conditions. My previous role as a coordinating principal in a rural area of Papua for six years confirmed my understandings about teacher conditions and challenges for developing teachers.

Nevertheless, there are always individual teachers who are outstanding regardless of the situation. They are outliers of the teacher production mechanism and are passionate about teaching and their own growth as teachers. They are teacher leaders of various kinds that share their expertise with other educators.

Teacher Leaders and Workshop Leaders

When I searched for alternative ideas to improve the school under my supervision in 2007, which was a K-9 private school implementing the national curriculum, I came to know IB-PYP (International Baccalaureate Primary Years Program) through the kindness of the international school principal, my colleague at a next-door school. The same giant, neoliberal, American mining company financed both schools. When a decision finally was made for my

school to implement IB-PYP as a school improvement model, I was in charge of leading the preparation including improving English proficiency and teacher quality in my school.

It was in 2008 when I met the IB-PYP workshop leaders from the IB schools network and from our sister school in the ANPS network (Association of the National Plus Schools). These workshop leaders were wonderful Indonesian teachers who were competent and experienced in helping us improve the teacher capacity in our schools. From talking to them, I learned that they were great teachers not because they graduated from high performing teacher education programs, some of them had no formal teacher training at all. They all developed within their IB accredited schools. IB-PYP implementation requires teacher professional development and the IBO (International Baccalaureate Organization) facilitates teacher trainings and conferences for professional development.

I was amazed that Indonesian teachers could grow into these strong teacher leaders. Something interesting was going on and I wanted to be just like them. They were accomplished teachers in their prestigious IB schools and they travelled to give trainings, visited new places, met new educators, learned new things, and earned extra money as well.

Research Questions

Connecting Indonesian education achievement, teacher education, teacher leadership, and my understanding about IB workshop leaders, I investigated how workshop leaders grew in their professional learning. Knowing more about their professional growth might help to improve teacher quality in Indonesia.

Informed by Dewey's (1938) conception of educative experience and Freire's (1970, 1998) liberating pedagogy, this study intended to answer two questions:

1. What can workshop leader narratives tell us about the professional learning of teachers?
2. What contributed to their professional learning and motivations to provide teacher workshops for others?

Dissertation Overview

This dissertation analyses the narratives of six workshop leaders' professional development. Chapter 2, the Literature Review, provides a short history of Indonesia and Indonesian education to provide the context for talking about teacher professional learning. I want to make a point that the Dutch colonialism imposed severe kind of damages to Indonesian culture and education, and was partially responsible for the current corruptive practices, poor education, and lacking of critical thinking in education. Repressive education and a lack of critical thinking together with the politics of *divide and conquer* was the recipe for a long Dutch occupation from 1602 to 1945. Similarly, one can also argue that poor education and the repression of critical thinking were partially responsible for the lack of resistance to Soeharto's power for 32 years following independence. Finally, the literature review provides a contemporary description of the current conditions of education, which demonstrate how policies have done little to improve the quality of teachers. The national teacher certification initiative in since 2007 has given significant additional income to teachers but has little had little impact on student learning outcomes (Jailani, 2014).

The next chapter, the literature review, begins with Dewey's ideas about educative experience and Freire's thoughts on pedagogy. Then I describe various aspects of Indonesian education, historically and current. There is scant literature about Indonesian public schools. The next section reviews writing about teacher professional learning. I also discuss how globalization

has affected Indonesian education. Finally, I discuss the literature on narrative inquiry that guided my research.

In Chapter 3, Methods, I provide a rationale for using narrative inquiry since my interviews with the case study workshop leaders asked them to tell stories about their experiences. A narrative framework was a tool for making sense of my participants' experiences. I end by describing my identity as an educator and researcher to clarify my position in relation to the research questions.

Chapter 4 presents the stories of my participants. There are 6 participants organized into three cases. Case 1 has three participants Tina, Agus and Emma. They were all IB-PYP workshop leaders currently working in IB schools in a large city in Indonesia. Case 2 has two workshop leaders, Katrina and Emilia who were ex-IB-PYP workshop leaders teaching in non-IB schools and provided workshops outside the IB network. They worked in separate private schools in another large city. Case 3 was one participant, Laurens, a teacher in a religious-affiliated high school in a different large city.

In Chapter 5, I develop a cross-case analysis of the workshop leaders' narratives. I began with (a) teacher professional learning, (b) the cost of education and economic issues related to IB-PYP programs, (c) a description of best practices that were used to develop more progressive features of education, and finally (e) why there is a lack of change in Indonesia.

Chapter 6 presents an analysis of critical thinking from the perspective of my participants and the implication of these findings to broader issues of critical thinking in Indonesia. I talk about three events in Indonesia that demonstrate a lack of critical thinking (a) my own experience with school reform as a coordinating principal, (b) high school students' action against corruption in their school, and (c) political issues in the governor election in 2017 in

Jakarta. Afterwards, I present the literature on critical thinking and specific writings about critical thinking in Indonesian education. I argue that teachers in Indonesia are a product of a system that has lacked critical thinking. I conclude with some thoughts about promoting critical thinking skills in Indonesia.

The last section is Chapter 7, Conclusion and Recommendation. I begin with a summary of the main findings related to the research questions. Then, I relate the main findings to address broader challenges in Indonesian education. I propose some alternatives for improvement, and I conclude with my own learning from doing this research.

Definitions

Workshop leader is a term used in the IB-PYP implementation for a senior teacher leader who has completed a one-week IBEN² training. The role of workshop leaders is to facilitate teacher professional learning workshops in IB or IB-candidate schools. Workshop leaders generally also become members of school assessment teams to assess school readiness for authorization. Experienced team members can apply to become team leaders. After attending required training, they can also become school consultants who provide support for candidate schools, as they are getting ready for authorization.

IB coordinator is a teacher leader position that reports directly to the principal with the main duties for leading teachers to prepare, to implement, and to document ideas, activities, and evidence for IB program implementation and accreditation. The IB coordinator is usually a motivated, capable teacher who received initial training and further support from an IB school consultant and from the school principal. The main responsibility of an IB coordinator is

² IBEN stands for International Baccalaureate Educator Network. Accomplished IB educators who have become members of IBEN assume one or more positions identified as IBEN roles. Each role, including workshop leaders, has prerequisite experience and training.

assisting the school principal to lead school personnel to meet requirements in the checklist for IB program authorization.

Teacher professional learning is used in this research in addition to *teacher professional development* (Easton, 2008; Fullan, Hill, & Crevola, 2006; Smaller, 2012). Teacher professional learning has a notion of coming from inside the teacher, a sense of process that happens inside the individual. Teacher professional development often refers to policies and programs provided from above to develop teacher quality.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature on teacher professional learning. To begin with, I explore Dewey's thoughts on educative experience and Freire's pedagogy as a tool to examine the experience of my workshop leaders. The curriculum and pedagogy in IB-PYP schools reflect the ideas of both Dewey and Freire and provide the theoretical foundation for what I call progressive education in this study. Then, I describe Indonesian education historically to set the context for understanding the experiences of my research participants. Next, I present a general discussion about teacher professional development. Afterwards, I explore how globalization influences Indonesian education, especially teacher professional development. Finally, I discuss narrative inquiry to situate my narrative data collection and analysis.

Dewey's Educative Experience and Freire's Pedagogy

One way of studying teachers' professional development is to examine their experiences of growth. I first discuss the idea of educative experience according to Dewey. Then, I connect this with Freire's thoughts on pedagogy.

Dewey's Educative Experience

Dewey believed that "Education is a development within, by, and for experience" (Dewey, 1938, p. 9). This idea poses a close connection between experience and education. However, he also warranted that he "does not mean that all experiences are genuinely or equally educative" (p. 8). Further, he pointed out two aspects of experience, namely "continuity and interaction" that are useful to examine "educative," "non-educative," and "miseducative" experience. Dewey also introduces conflict as "the gadfly of thought" (Dewey, 1922, p. 300). Taken together, Dewey argues that educative experience demonstrates elements of continuity

and interaction and expands with the presence of conflicts. Dewey is important to my study because I am interested in how to promote the professional learning of teachers. In particular, I am interested in how the experiences of teacher workshop leaders evolved in ways that led to their desires to help other teachers learn what they have learned.

A deeper understanding of experience, in Dewey's terms, provides a fuller understanding of "educative experiences." Dewey proposed "that the fundamental unity of the newer philosophy is found in the idea that there is an intimate and necessary relation between the processes of actual experience and education" (Dewey, 1938, p. 6). Experience with actual problems lead to continuing engagement with those problems, which in turn provide experiences within in which learning occurs. In the context of progressive education that values attention to the conditions of the learner and his or her experiences forms the basis for "a philosophy of education based upon a philosophy of experience" (p. 10). Examination of experience by the criteria of continuity and interaction was useful to my thinking about my participants' experiences because it is helpful "to discriminate between experiences that are worthwhile educationally and those that are not" (p. 12). Experiences that are continuous and interactive, i.e., lead toward the future and learning, Dewey called "educative experiences."

On *continuity*, Dewey describes that "the principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after" (Dewey, 1938, p. 13). He sees human development from birth to death within this continuity of experience. This supported my interest in history and narrative. I wanted to know how the participants in my study had benefited from their context and experiences and how this led them to further learning within their positions as workshop leaders. Their growth and sharing with other teachers can be examined as a continuous

line of experiences and growth. For Dewey, “Growth, or growing as developing, not only physically but intellectually and morally, is one exemplification of the principle of continuity” (p. 13). In the case of a parent spoiling a child that prohibits the child from becoming more mature, Dewey introduces the idea that “the principle of the continuity of experience may operate so as to leave a person arrested on a low plane of development, in a way, which limits later capacity for growth (p. 14). Dewey would probably say that the same thing happened with the suppression of learning that occurred when colonizers held back schooling for the colonized. Of course, individuals learn in all aspects of their lives, not just in schools, but the absence of formal education hinders some kinds of learning and literacies.

On *interaction*, Dewey argues that a situation is created by reciprocal behaviors between factors within a person and factors outside. Interaction “assigns equal rights to both factors in experience--objective and internal conditions. Any normal experience is an interplay of these two sets of conditions. Taken together, or in their interaction, they form what we call a situation” (Dewey, 1938, p. 16). Dewey acknowledges the importance of external factors.

There are sources outside an individual which give rise to experience. It is constantly fed from these springs. No one would question that a child in a slum tenement has a different experience from that of a child in a cultured home; that the country lad has a different kind of experience from the city boy, or a boy on the seashore one different from the lad who is brought up on inland prairies. (p. 15)

In the case of the life of a baby, the baby interacts with surrounding objects and other people. For the baby,

Interaction is going on between an individual and objects and other persons. The conceptions of situation and of interaction are inseparable from each other. An experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment. (p. 17)

Dewey further elaborated the nature of continuity and interaction of experience; both are inseparable and influential. “They intercept and unite. They are, so to speak, the longitudinal and

lateral aspects of experience” (Dewey, 1938, p. 17). Continuity connects an experience with what happened before and what follows. Interaction constitutes the kind of experience that takes place between a person and his or her environment. Together, “continuity and interaction in their active union with each other provide the measure of the educative significance and value of an experience (p.18). In other words, Dewey suggests that learning combines internal and external factors and that the environment in which one learns influences what is learned. Further he suggests that the interpretation of experience in reference to continuity and interactions may lead to understanding whether or not an experience is educative.

Dewey suggests that development within a person may be educative, non-educative, or mis-educative. Educative growth is a result of learning by educative experience. Non-educative experience may result in minimal or no growth. Mis-educative experience such as to “grow in efficiency as a burglar, as a gangster, or as a corrupt politician,” raises the question of whether growth in a particular direction supports or restricts growth in general (Dewey, 1938, p. 13). Clearly, that kind of growth does not create conditions for growth for all, but instead inhibits growth for both individuals and the public.

Conflicts appear within the continuity and interaction of experience:

Conflict is the gadfly of thought. It stirs us to observation and memory. It instigates to invention. It shocks us out of sheep-like passivity, and sets us noting and contriving. Not that it always affects this result; but conflict is a *sine quo non* of reflection and ingenuity. (Dewey, 1930, p. 300)

Throughout the flow of experience, there may be unmatched expectations, disharmony of actions, or disagreement of visions that create tensions, gaps, and dissonance leading to conflicts. In Dewey’s view, conflicts provoke thoughts, sharpen observation, strengthen memory, sparkle creativity, and push deep thinking. Conflicts may expand imagination and establish new horizons for reflection and invention.

In summary, educative experience demonstrates elements of continuity and interaction that result in development within individuals that, when they are educative, open up further growth in general. The nature of growth, “not only physically but intellectually and morally” (Dewey, 1938, p. 13), expands significantly when exposed to conflicts. Conflicts may help redefine borders and create new horizons for thoughts, reflection, and possibilities.

In the case of quality improvement in education, reforms initiatives especially ones that aims to increase teacher professionalism may raise conflicts that allow growth. Reforms that does not result in teacher professional learning, that does not raise problems and issues for participants to consider, risks failure (Berliner et al., 2014; Hargreaves & Shirley, 2009; Ravitch, 2010). If the goal of professional development is educative experiences for teachers, than those conducting professional development should consider Dewey’s requirements to best promote learning.

Freire’s Pedagogy and Teachers’ Learning

Freire engaged in thinking that is parallel with Dewey related to progressive ideas of education. Dewey identified the interactive components of an educative experience as the significant aspects of learners and their process of learning. This is a departure from the traditional teaching that focused only on a one-directional transfer of knowledge from the teacher to the student. Freire call the latter the “banking system” of education (Freire, 1998, p. 4). Here teachers deposit knowledge and each individual student is an account in the bank to receive whatever is deposited. In this traditional paradigm, then, learning means receiving and then retrieval of the information given by the teachers.

Freire reminds us to attend to a fuller meaning of the act of teaching and that “to teach is teaching something to someone” (Freire, 1998, p. 11). This very attention to “someone” is at the

heart of Freire's pedagogy. The conception that "teaching is not just transferring knowledge" is "an initial insight that is fundamental to progressive teaching principles" (p. 29). Freire added to Dewey's ideas by insisting that teachers should be persons who are critical and inquiring.

To know how to teach is to create possibilities for the construction and production of knowledge rather than to be engaged simply in a game of transferring knowledge. When I enter a classroom, I should be someone who is open to new ideas, open to questions, and open to the curiosities of the students as well as their inhibitions. In other words, I ought to be aware of being a critical and inquiring subject in regard to the task entrusted to me, the task of teaching and not that of transferring knowledge. (Freire, 1998, p. 29)

On the notion of "creating possibilities" above, Freire wants teachers to engage students in the process of "construction and production of knowledge" (p. 29) not just acquiring knowledge from others. And further, to be critical of the knowledge they encounter.

For Freire, the act of teaching and the job of teachers only exists in the business of learning. "Socially and historically, women and men discovered that it was the process of learning that made (and makes) teaching possible" (Freire, 1998, p. 11). Teaching is needed because there is a need for learning. Prior to teaching, teachers need to learn and continue learning as the act of teaching continues.

To learn, then, logically precedes to teach. In other words, to teach is part of the very fabric of learning. This is true to such an extent that I do not hesitate to say that there is no valid teaching from which there does not emerge something learned and through which the learner does not become capable of recreating and remaking what has been thought. In essence, teaching that does not emerge from the experience of learning cannot be learned by anyone. (Freire, 1998, p. 11)

The above quote seems also to suggest that where there is no result of learning, real teaching probably did not occur. In other words, teaching may have failed when there is nothing learned from the interactions and inquiry. From the perspective of classroom learning poor teaching results in poor learning. Rich, critical, and reflective teaching, Freire argues, results in deeper and more powerful learning.

Consequently, teachers can only teach what they have learned. Teachers cannot teach open-mindedness, critical thinking, and inquiry unless they are themselves open-minded, critical, and inquisitive. In a parallel way, teachers who have learned these things will be able to inspire and share with others what they have themselves. As Freire wrote, “The educator with a democratic vision or posture cannot avoid in his teaching praxis insisting on the critical capacity, curiosity, and autonomy of the learner” (Freire, 1998, p. 13). This kind of democratic educator, in my mind, must have learned and possessed critical thinking capacity, eagerness for knowing, and the freedom of an autonomous learner which then become the sources for his or her teaching and sharing of knowledge, skills, and attitudes.

Freire also promotes active learners’ participation in teaching in order to create critical learning. He is against the idea that teaching is a one-way transfer of knowledge. “To act in front of students as if the truth belongs only to the teacher is not only preposterous but also false” (Freire, 1998, p. 19). The quote below further represents his advocacy for the learner’s agency.

In the context of true learning, the learners will be engaged in a continuous transformation through which they become authentic subjects of the construction and reconstruction of what is being taught, side by side with the teacher, who is equally subject to the same process. (Freire, 1998, p. 13)

For this reason, Freire rejects the practice of banking model of schooling, which he considered as “a deformation of the creativity of both learners and teachers” (p. 12). True learning happens when both teachers and students co-participate in the process of construction and reconstruction of knowledge to become informed individuals and owners of knowledge.

In the context of teacher preparation or teacher’s growth, Freire noticed the reciprocity between teaching and learning. Freire said, “Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning” (Freire, 1998, p. 31). In this quote, Freire points out that teachers should continue learning in their profession as teachers. In doing so, teachers

are inspired from observing how students learn and adjust their teaching as they learn. Similarly, as teachers learn, this informs their teaching and a cycle of learning and growth continues. In other words, teachers learn as they reflect on their teaching in relation to their impact on students' learning; studying their professional growth and learning can reveal insights into how teachers learn and grow.

As discussed earlier, Freire emphasizes the importance of critical thinking for continuous learning on the part of teachers.

Thinking critically about practice, of today or yesterday, makes possible the improvement of tomorrow's practice. For this reason, in the process of the ongoing education of teachers, the essential moment is that of critical reflection on one's practice. (Freire, 1998, p. 23-24)

This quote also suggests the need for sustainable professional learning. To support continuous learning, I argue that teachers will benefit from the school structure or organizational structures that should provide professional development (PD) at regional, provincial, and national levels. For example, collegial atmosphere at the school level enables teachers to share each other's growth and to find solutions for each other's challenges; regional and national conferences provide PD and benchmarking opportunities beyond local resources. From Freire's point of view, PD at all levels needs to be critical and ongoing.

Freire also argues that teachers' work also should participate in the production of new knowledge. With sufficient support, I believe, teachers can engage in what Freire calls the gnostic cycle."

Two moments of epistemological process . . . The one moment, in which knowledge that already exists is taught and learned, and the other, in which the production of what is not yet known is the object of research. Thus, the teaching-learning process, together with the work of research, is essential and an inseparable aspect of the gnostic cycle. (Freire, 1998, p. 15)

Freire sees teaching and research as inseparable from the teaching-learning process. Teachers' ownership of growth and inquiry are potential capital for Freire's concept of "hope." "It needs to be clear that the absence of hope is not the 'normal' way to be human. . . . As human beings, one of our struggles should be to diminish the objective reasons for that hopelessness that immobilizes us" (p. 49-50). In my opinion, informed by Freire, a rejection of professional learning for teachers is a rejection of hope toward the improvement of the quality of schooling. Maintaining hope is essential to the perspective of teachers who will both learn and produce knowledge. This requires teachers to be hopeful as well as critical and curious. In addition, "One of the essential tasks of progressive educational praxis is the promotion of a curiosity that is critical, bold, and adventurous (Freire, 1998, p. 18). This kind of teacher, I believe, will bring change in the classroom and help students to also be critical, curious, and hopeful.

Freire's ideas helped me to think about the perspectives of my participants. It was clear, as you will see in their narratives in Chapter 4, that they were reflective, curious and hopeful. It is less evident that they were all strongly critical, which I examine further in Chapter 6.

Indonesian Education

Traditional Education and Colonial Residue

Indonesia is comprised of more than 17,000 islands, that were within the sovereignty of the Hinduism Majapahit Kingdom, and later the territory of Dutch colonization. Education has been influenced by in-coming religions and cultures and this has allowed the growth of a "multicultural notion and acculturation . . . from the Hindu Empire to the Islamic rulers" (Harits, Chudy, Juvova, & Andrysova, 2016, p. 179). The history of education, for what is now Indonesia, dates back to the Hindu empires and then the Islam rulers (Harits et al., 2016), and later with the influence of western education by the Portuguese and Dutch colonists and by

returning graduates from Dutch higher education such as Ki Hajar Dewantara.

During pre-colonial times of the Hindu and Buddha kingdoms on Sumatra, Kalimantan, and Java islands, one of the earliest indigenous education models was an internship approach called the *Padepokan*³ (Javanese), which literally means a compound residential home (Kartodirjo, Poesponegoro & Notosusanto, 1977). Here a charismatic leader would select a location and then offer his services, teaching, and leadership. He would raise a family and develop a community that relied on sustainable economic, cultural, and spiritual activities. The Padepokan served as the center of the community. People came to the Padepokan for learning, healing, problem solving, consulting, and advancing physical and spiritual life and leadership. Some Padepokan existed *incognito* in hard to find locations or “relatively far away from the center of activities” (Winarti, 2012, p. 173), while others were near economic and cultural centers. Historically, the heirs of some kingdoms were taken to live in Padepokan to be raised as common people and to be protected from possible threats to the throne. Hindu-Buddha kingdoms were in existence since the second century kingdom of Salakanagara (150-362) and achieved greatness during the kingdoms of Sriwijaya (600s-1300s) and Majapahit (1292-1527) (Wikipedia, 2018b).

The arrival of Islam came with the Persian merchants who established Islamic communities in the coastlines and spread the teaching of Islam by introducing learning centers called *pesantren*⁴. A *pesantren* was a private Islam educational establishment conducted by Islam scholars called “*kyai* on Java” (Federspiel, n.d., paragraph 2), assisted by their family members

³ *Padepokan* (Javanese) is an internship traditional model of schooling in the old time in Indonesian territories.

⁴ *Pesantren* (Javanese), literally a place for *santri*, is a traditional model of teaching in Islam on Java Island, most likely taking the model of *pesantren*. *Santri* is a student in the Islam traditional way of schooling.

or close relatives. Earlier, pesantren were “a rural phenomenon” (Federspiel, n.d., paragraph 4) where there was a close connection between the pesantren and local communities. Learning materials in the pesantren relied on what was called the “yellow book” (Federspiel, n.d., paragraph 6), a book written by “prominent scholars from the Muslim Middle Period” (paragraph 6). Harits et al. (2016) further described that pesantren did not have grading and levels or students were at the sole discretion of the *kyai*. The main curriculum was the doctrines of Islam in the Qur’an and other books. There were segregation of boys and girls in class and in the dorms. “The Islamic teacher/ulema⁵ was the central figure that students should obey.. (Harits et al., 2016, p. 181).

Islam influenced and converted smaller kingdoms and Islam kingdoms were noted as early as Kasultanan⁶ Tidore (1110-1947), Kasultanan Ternate (since 1257), Kasultanan Cirebon (1430-1666), and Mataram (1586-1755; Mataram split into Surakarta and Ngayogyakarta until now). During these periods of the strong Islamic influence, the pesantren model of education proliferated. Some padepokan were even converted into pesantren. More padepokan became pesantren under young Islamic clerics like Maulana Malik Ibrahim (1419) in Gresik on the north coastline of Central Java (Ali, 1994, p. 41).

In 1511, Portugal colonizers defeated the Malay kingdom and dominated the sea lines from India, to the Malay strait, and to Moluccas, Ternate, and Timor (Ali, 1994). For almost a century, Portuguese merchants dominated trading sea lines from Goa India and the valuable herb centers in the eastern parts of Indonesia. Catholic missionaries came with them. Among the successful missionaries were the Dominicans (Wikipedia, 2018a) and the Jesuits under the leadership of “Franciscus Xaverius” who considered education as an important media for the

⁵ *Ulema* or *ulama* is the title for an Islam scholar.

⁶ *Kasultanan* (Javanese) is a synonym for *kingdom*.

promotion of Catholicism (Nasution, 1995, p. 4). Many Catholic schools were open in Ternate and Solor. Portuguese was almost as popular as Malay.

However, Portugal's superiority in Indonesia became weaker after conflicts within the Indonesian kingdoms. When Portuguese was defeated and Solor was taken over by the Dutch in 1613, the Dutch brought Protestantism with them and the Portuguese moved to Larantuka. Portuguese Catholic influence was legitimized with the conversion and establishment of the only Christian Kingdom in Larantuka (1600-1904) (Wikipedia, 2018a).

The Dutch colonists finally opened the East Indies⁷ following the Agricultural Law of 1870, for private investment. They established social organizations because of criticisms about poverty and sufferings from the Dutch exploitations. Protestantism and Catholicism came with the colonists and began opening schools and hospitals and proselytizing their religious beliefs.

In addition to Christianity, an expansive cultural and economic group was the Chinese. In the last quarter of the 19th century, traditional Chinese schools were opened throughout Java and other islands sponsored by Chinese communities. Traditional Chinese schools used "Confucian classics and emphasis was put on memorizing rather than understanding" (p. 51). In 1901, the Chinese opened the first non-traditional Chinese school and encouraged the Dutch government to open non-traditional Chinese schools (Suryadinata, 1972, p. 52). In 1908, the first Dutch Chinese school was opened in Jakarta as a model to establish similar schools in other cities.

In 1912, modern Islamic scholars began the establishment of Muhammadiyah movement under the leadership of Kyai Haji Ahmad Dahlan in November 18, 1912 in Yogyakarta (Ali, 1994). Muhammadiyah initially provided public social services of various kinds to promote the expansion of Islam. Of the various works, the most significant was the establishment of

⁷ *East Indies* is the old name for the current Indonesia territories during the Dutch colonial.

education institutions.

Dahlan's idea for education was to bring (Islam) back to the values in the Qur'an as well as to resist the dichotomy between a (Islam) scholar and a (Islam) leader. His other education vision was that education should produce objective thinkers. (Harits et al., 2016, p. 183)

Muhammadiyah also decided to open public schools with additional Qur'an components. In later developments, Muhammadiyah also influenced the traditional pesantren to also include subjects and grade levels found in the public schools. There was also an interpretation that the opening of Muhammadiyah schools was a response to the spreading influence of Christianity (Protestantism and Catholicism). There were a lot of *priyayi*⁸ who attended Christian schools. Since then, there were more and more Muhammadiyah schools opened in different cities. The establishment of Muhammadiyah schools was also considered the beginning of *madrasah*⁹ education in Java (Kalijogo, 2011; Moon, 2016). Kalijogo (2011) reports that Abdullah Ahmad established the first madrasah institution, Madrasah Adabiah, in Sumatra in 1908; the first in Java was in 1912 by Muhammadiyah.

A young man, Soewardi Soerjaningrat, born on May 2, 1889, started studying to become a medical doctor at STOVIA in 1903, but he quit his studies in 1909, two years away from completion, due to lack of funding. Then, he engaged in a political movement of "Budi Utomo." "Although [he was] a founding member of Budi Utomo, he soon wanted a more radical, less gradualist development of nationalism" (Zainu'ddin, 1970, p. 36). He finally chose to become a journalist. He was a co-founder of Indies Party in 1912, "the first organization to advocate Indonesian independence as one of its aims" (p. 37).

⁸ *Priyayi* (Javanese) is a word to name a group of elitists because of the job position with the Dutch colonial government or the close families of the kingdom rulers.

⁹ *Madrasah* is a model of Islam schooling that combined the teaching of Islam and the public school subjects.

On November 13, 1913 the Dutch government planned a grand celebration of 100 years of Dutch independence from the power of France's colonization under Napoleon Bonaparte. Soewardi expressed his strong criticism of this idea in his article with a title "*Als ik eens Nederlander was ...* (If I were a Netherlander . . .)" (Universitas Gadjah Mada, 1964; Zainu'ddin, 1970). He pointed out the irony of asking the colonized poor people of East Indies to participate in the Dutch's independence from Napoleon. Soewardi's criticism was noted as the first criticism of Netherland's colonialism by an Indonesian islander.

Tamparan jang hebat kepada siangkara murka pendjajah. Tetapi caranja tidak kasar, tidak dengan maki-maki, senantiasa tetap sebagai ksatria, memberi kata-kata jang tepat, djitu, indah susunannja, ada humornja, ada sinisnja, tertjampur ejekan jang pedas, jang dilemparkan kepada si pendjadjah, tetap selandjutnja djuga memberi pandangan-pandangan, dapat direnungkan untuk fihak sana, dan juga untuk fihak kita.

(A very hard slam to the greedy colonizers. The manner was not rude, without words of scolding, persistent as a knight, giving the right words, straight forward, beautifully composed, with elements of humor, cynicism, mocking the colonizers sharply, but also offering concepts for them to consider, and for us to ponder.)

(Universitas Gadjah Mada, 1964, p. 9)

Soewardi was considered too critical and dangerous. His criticisms made the colonizers angry and he was exiled to Nederland. He was grateful for this "punishment" and began to study pedagogy in Nederland. While studying in the Netherlands, he was influenced by the work of Montessori, Jan Ligthart, Pestalozzi, and Rudolph Steiner (Zainu'ddin, 1970).

When he returned to Indonesia in 1918, Soewardi changed his name to Ki Hadjar Dewantara and established a school called *Taman Siswa* (Student Garden) in July 3, 1922 (Ali, 1994). Motivated by his passion to educate his own people, he organized resources and established affordable, nationalistic schools for common people. His pedagogical principle was aimed at developing a spirit of independence through his three principles of educational leadership: (a) "*Hing Ngarsa Sung Tuladha*" (In the front, leading by examples), (b) "*Hing Madya Mangun Karsa*" (Alongside, collegially enabling), and (c) "*Tut Wuri Handayani*" (From

behind, providing supports for empowerment); and his “five basic tenets of education known as *pancadharma* (five merits): nature, freedom, culture, nationhood and humanity” (Sugiharto, 2014). Because of his thoughts and his consistent work in education, he was later named the Godfather of Indonesian education. His birthday, May 2nd became the national education day.

The Dutch colonial government contributed to the expansion of schooling in East Indies, then Indonesia, however, the Dutch exploitation also caused immense destruction. The colonized were forced into servitude, both physically and mentally for a very long time. What applied to the British colonial empire in Africa also fit with the Dutch colony, that the “colonial administrations deliberately neglected education for both political and economic reasons” (Whitehead, 2005). Ball (1983) describes this similarity: “The main feature of social control is the denial of schooling to the vast majority” (p. 245). As a result, the majority of the colonized were uneducated, uncritical, and used to servitude.

By the time the Dutch government surrendered to the Japanese invasion in 19xx, the education system in the Dutch East Indies was comprised of Dutch colonial schools and many private schools including Chinese, Protestant, Catholic, and a large number of Islamic Schools in major towns and big cities (Ali, 1994; Moedjanto, 1988, 2003; Nasution, 1995; Vastenhouw, 1950). They were a good number of schools, but in my opinion, the Dutch government could have done better for Indonesia. The Dutch segregated education for the Dutch and for islanders. This segregation provided only minimal education for the colonized (Nasution, 1995). As a comparison, the Spanish colonial opened a university in the Philippines in the 16th century. The English opened a university in India in the 17th century while the Dutch open higher education schools in the 20th century, but these were not universities (Nasution, 1995).

When finally the Dutch authorities surrendered to the Japanese expansion, there were

vacancies in all aspects of life including politics, governance, and schools (Ali, 1994; Moedjanto, 1988, 2003; Nasution, 1995). Political parties and the small number Indonesian scholars had to deal with the arriving Japanese military power, but they used this strategic moment to consolidate their movement toward independence. When the Japan surrendered to the Allied Forces after the bombing of Hiroshima and Nagasaki, Indonesia proclaimed its independence under the leadership of Soekarno Hatta on August 17, 1945. When the Dutch colonial powers attempted to return to Indonesia with force, they received fierce rejections with wars in many fronts. It took four years from 1945-1949 for Indonesia to gain its sovereignty and for the Dutch to end their colonial exploitation of Indonesia (Ali, 1994; Moedjanto, 2003; Nasution, 1995).

Education After Independence

Indonesian education was strongly articulated in the *Preamble* of the Constitution of 1945. One of the purposes of the country was “*mencerdaskan kehidupan bangsa* (to enlighten the life of the nation)” (The Jakarta Post, 2008). The workload of educating the nation was overwhelming because the newborn nation inherited the Dutch colonial education that had previously been limited to royal families or Dutch employees and dedicated to serve the needs of the Dutch colonial government.

The rough beginning of the Indonesian education system was also influenced by four years of revolution from 1945 to 1949. Another constraint was the political instability under the country’s first President, Soekarno, who was in office from August 1945 until June 1968 (Soekarno, 1982; Wikipedia, 2018). For example, there were a total of 28 people in the position of the Minister of Education during Soekarno’s 23 years as President (Djojonegoro et al., 1996). Three curriculum formulations were adopted during his administration, namely the Lesson Plan

of 1947, the Detailed Lesson Plan of 1952, and the Educational Plan of 1964 (Djojonegoro et al., 1996; Jasin, 1987).

During Soeharto's administration beginning in 1968, political stability created a more conducive environment for building the country. However, stability established a condition "*diwarnai dengan ideologi militeristik dalam pendidikan yang bertujuan untuk melanggengkan status quo penguasa* (reflecting a militaristic ideology that education should serve the interests of the status quo for those in power)" (Hartono, 2016). Education had become a legal tool to maintain the reproduction of inequality. Curriculum and pedagogy were also under the influence of the political authorities. Content-based curriculum and traditional pedagogy fit well with Soeharto's attitudes toward control and his focus on stability. Education did not aim to promote critical thinking. In Hill's (2012) words, education was "based principally on the drilling of facts and memorization . . . [away from] progressive education ideas including critical thinking skills and intercultural understanding" (p. 245). Teachers were trained to teach in traditional ways. Teacher educators were products of the existing structure as well and they felt restricted in what they could teach. "Soeharto and the top-down modernizers who assisted him sought to craft a tightly controlled state and society . . . Democracy, however, did not emerge because the state became tighter and tighter" (Karsono, 2013, p. 632-633).

Nuryatno (2006) argues that structural injustices were "neglected in the process of schooling in Indonesia" (Nuryatno, 2006, p. 77). These social injustices and inequality in education are evident currently. For example, only the primary schools have had the capacity to admit all school-age children. In middle schools and higher, public schools could only admit less than half number of student wanting to attend. Admission was determined by either by scores on admission tests or the national examinations. As a result, students with lower scores had to go to

private schools and pay extra tuition and fees. Unfortunately, the government gave less, little, or no money to private schools. Good private schools charged higher tuition fees and only capable families could afford to send their children to good schools. In the end, for both public and private, “good schools will only be filled with the children of the elite and the rich. When this happens, not only do schools reproduce the class structure, they also reproduce social inequality (Nuryatno, 2006, p. 76).

In brief, Soeharto’s New Order era could be described as another kind of repression done by Indonesia’s to its own citizens. He was in power for 32 years; there were a lot of developments and improvements, but his families and inner circles, military personnel and Chinese conglomerates (Mehmet, 1994), gained the most benefits. Servitude and economic opportunistic administrators were present and real. Corruption was evident in the bureaucracy. Opposing initiatives were repressed. There were student protests against the corrupt practices of Soeharto’s close supporters in 1974 and 1978. “In response to the growing student opposition to the New Order 603, Soeharto introduced in 1978, . . . , a law that prohibited political activism on campus” (Karsono, 2013, p. 603). Student activists in 1998 were arrested, interrogated, and tortured. In this atmosphere, pedagogy that promoted freedom and critical thinking did not exist.

It is important to understand the structure of schooling in Indonesia before proceeding to describe issues in the contemporary educational scene related to teacher development. Indonesian education is at the hand of the Ministry of Religion (MOR) and the Ministry of Education (MOE) as reflected in the following table. In both ministries, there are public schools and private schools. Government support goes to public schools while limited or no support goes to private schools. See Table 2.1.

Table 2.1

Table of Indonesian K-12 Education System

INDONESIA'S K-12 EDUCATION SYSTEM											
Managed by:	MINISTRY OF RELIGION (MOR)		MINISTRY OF EDUCATION (MOE)								Registered at but Not Reporting to MOE
Type of Schools:	ISLAM PUBLIC School	ISLAM PRIVATE Schools	PUBLIC Schools	ISLAM PRIVATE Schools	CATHOLIC PRIVATE Schoos	CHRISTIAN PRIVATE Schools	NON-RELIGION PRIVATE Schools	PUBLIC VOCATIONAL School	PRIVATE VOCATIONAL School	NON-RELIGION or RELIGION PRIVATE Schools	
High School	Madrasah Aliyah	Madrasah Aliyah	SMA	SMA	SMA	SMA	SMA	SMAK	SMAK	SMA	SMA
Middle School	Madrasah Tsanawiyah	Madrasah Tsanawiyah	SMP	SMP	SMP	SMP	SMP	SMPK	SMPK	SMP	SMP
Elementary	Madrasah Ibtidaiyah	Madrasah Ibtidaiyah	SD	SD	SD	SD	SD			SD	SD
Kindergarten	Raudlatul Athfal	Raudlatul Athfal	TK-B	TK-B	TK-B	TK-B	TK-B			TK-B	TK-B
Lower Kindergarten			TK-A	TK-A	TK-A	TK-A	TK-A			TK-A	TK-A
Pre Kindergarten				Playgroup*	Playgroup*	Playgroup*	Playgroup*			Playgroup*	Playgroup*
Pre Kindergarten				Toddlers*	Toddlers*	Toddlers*	Toddlers*			Toddlers*	Toddlers*
Curriculum:	up to 70-75% National Curriculum and up to 25-30% Islam Religion		100% National Curriculum						National Curriculum + IB, Cambridge, IPC, Montessori, etc.		International Curriculum or Home Country Curriculum
Institution Categories:	NATIONAL ISLAM SCHOOLS		NATIONAL SCHOOLS						COLLABORATIVE SCHOOLS (SPK)		INTERNATIONAL SCHOOLS
NOTES:	* = Optional		Funded by public funds		IB is found in this cagetogy						

In the Indonesian education system, there are two broad categories of schooling. The first are Islamic public and private schools under the Ministry of Religion (MOR), and the second are public and private schools under the Ministry of Education (MOE). Schools under MOR are spend 70-75 % of the school day teaching the national curriculum and up to 25-30 % of the day teaching Islamic religion curriculum (Endah, 2016; Nomifrid, 2018); there may be some variation across schools. Schools under MOE spend 100% of the school day implementing the national curriculum. Collaborative Schools (SPK)) implement 100% national curriculum with enrichment from other international curriculum models identified in the MOE Regulation Number 31 of 2014. IB schools are listed within this category of collaborative (SPK) schools. International schools are not regulated by MOE but they register themselves on the list of

schools at the MOE. International schools cannot admit Indonesian students without adopting the national curriculum.

Indonesian Contemporary Education and Teacher Quality

This next section, considers the context of Indonesian education related to teacher quality. Indonesia's President Joko Widodo, also known as Jokowi, was listed number 15 in *themuslim500.com*, a website that listed influential Islamic figures worldwide (Suparto, 2016). He is the current President who began his administration in 5-year term in 2014. He was noted for his clean government when he was the city Mayor of Surakarta (from 2005 to 2012) and was successful in promoting Surakarta as the center of the Javanese culture. When he was appointed the governor of The Jakarta Special Capital District Province, he was seen as someone who was diligent in his duties. When he became President, he was respected for his hard work and courage to conduct site visits to areas where they could see the everyday life of his people. He was accessible even to the lowest SES families. In short, he maintained his image of being a clean politician, which was not common among other politicians and bureaucrats.

Jokowi's vision of his presidential administration was reflected in his nine agendas, *Nawa Cita* (Aritonang & Witular, 2014). The *Nawa Cita* "revealed an aggressive approach to reforming the economy, education and security" (paragraph 1). The UNDP Country Office Indonesia praised *Nawa Cita* for being congruent with the United Nation's Sustainable Development Program as the agenda was "translated into the 2015-2019 National Mid-Term Development Plan or RPJMN (*Rencana Pembangunan Jangka Menengah Nasional*)" (UNDP Indonesia, 2015, p. 2).

Jokowi wanted major changes to improve the quality of education (Kuwado, 2016) including more effective use of the budget. This was a call to rethink Indonesian education

policies and practices. Improving teacher capacity was not mentioned directly.

Low academic achievement. Indonesia has ranked among the lowest in literacy ranking on PISA (Gunawan S., 2016; Mailizar, 2013), just above Botswana and under Thailand. Among 65 countries taking PISA in 2013, Indonesia ranked second from bottom at the 64th, down from the 57th in the first PISA in 2009. “The result shows the Indonesia education system is going nowhere, despite massive investment” (Mailizar, 2013).

In addition to PISA and literacy ranking,

Pendidikan Indonesia menghadapi tantangan untuk mampu menghasilkan lulusan yang mampu berpikir, bukan sekadar ingin cepat lulus dan mendapat gaji besar (Indonesian education has a challenge to be able to produce graduates who are able to think, not just to graduate quickly and receive big salaries). (Napitupulu, 2012, paragraph 10)

Obviously, PISA, literacy, and thinking abilities are important agendas that require careful planning, strong commitment, capable educators, resources, and ample of time to allow sustainable progress and growth. Indeed, education is one of the most complex of human activities. The quality of education relates to educational policies, curriculum, pedagogies, resources including textbooks, school management and monitoring, bureaucracy, evaluation, and finally teacher quality and teacher education. One of the most significant is teacher quality. “*Krisis bidang pendidikan yang dialami Indonesia ini dinilai juga akibat kondisi guru yang belum berkualitas.* (The education crisis in Indonesia was/is linked to the low quality of teachers)” (Napitulu, 2013, paragraph 7).

Low teacher quality. Low teacher quality and unclear national education objectives were important topics at the national conference of Indonesia Teacher Association (PGRI-*Persatuan Guru Republik Indonesia*) in 2014. Syawal Gultom, a higher official at the Ministry of Education (MOE), acknowledged that the quality of the majority of teachers was still low, but they were not necessarily the ones to be blamed. Gultom acknowledged that they rarely get

professional development opportunities. Gultom added that teachers should receive periodic, specific professional development to address their needs (Setiyawan, 2014).

A call for a comprehensive teacher professional development was articulated earlier in 2013 (Damanik, 2013). The chair of the Indonesian Teacher Union (PGRI), Sulistiyo, argued that teacher professional development was never comprehensive; the Ministry of Education (MOE) had primarily focused on a program to get all teachers in Indonesia certified without considering professional development after certification. For example, Teacher Pre-Assessment (UKA-*Uji Kompetensi Awal*) and Teacher Competence Assessment (UKG-*Uji Kompetensi Guru*) were ad hoc policies intended to map out teacher capabilities and development needs. The results were announced as scores without further analysis for a systematic professional development plan.

One parent wrote a complaint about teacher quality at his son's school (Abdurakhman, 2017). He complained because at that school some teachers did not explain the lessons but asked students to learn on their own. He only gave them problems to solve on their own. When students became confused, the teacher insisted on giving them formulas and asked them to memorize the formulas. This parent did not consider this type of teaching to be adequate and argued that teachers should teach students how to think, not just memorize. Specifying content coverage would not help students develop their thinking skills. This parent wrote this in the national newspaper to call attention to the need to improve teacher quality. In my perspective, this situation is quite common in Indonesia schools where high scores of achievement in the national or school examination is the most important objective, rather than teaching so that students think and understand. In my opinion, to change the objectives towards a more critical

and progressive education would require a paradigm shift of policy makers, educators, students, and parents.

Inequalities. The Indonesian Constitution verse 32.1 requires that the government provides quality education to all citizens (DPR-Indonesian Parliament, 1945). Public schools, however, never have enough seats to accommodate all school-age children. In secondary and tertiary education, public institutions admit only students with high scores. The rejected students go to private schools that receive little to no financial support from the government. For this reason, parents have to pay money for education when their children are not admitted to public schools. About 15 years ago, a small amount of education funds were given to private schools to assist parents with tuition costs. In contrast, public schools are fully funded by the government. It could be argued that the government should provide funding for private schools if public schools cannot provide education for all students in K-12 schools.

In addition to a disparity in funding, there are also inequalities in the quality of public and private institutions; and between urban, rural, and remote or isolated places. The main challenges have been teacher quality and the distribution of resources and teachers. Jokowi's administration has deployed teachers to remote, isolated and frontier locations through a program called *Guru Garis Depan* (Frontline Teachers) (Kompas, 2017). However, teacher quality overall is low and there is a need for a system of systematic teacher professional development to help narrow the inequality between schools.

While education is complex, improving the professionalism of teachers would be a strategic move to improve education achievement, to address teacher quality, and to address inequalities in educational opportunity. Of course, other initiatives such as the improvement of infrastructure, policies, and curriculum will help to address educational problems as well. Yet, I

believe that improving the quality of teachers will go far to fulfill the Minister of Education Nuh's dream to be "*agen perubahan* (agents of change), *motivators*" (Kompas, 2017, paragraph 24). To improve teacher quality, teachers need effective and continuing professional development (Darling-hammond, Hyler, & Gardner, 2017).

Teacher Professional Development

In this section, I address this topic in two parts. The first is about the centrality of teacher professional development in the context of education improvement initiatives. The second part is a discussion about most recent ideas about best practices in education; my research participants talked about "best practices" a lot in their interviews.

The Central Role of Teacher Professional Development

Hargreaves and Shirley (2012) conducted research on education reforms in six high-performing education systems, namely, Finland, Singapore, Alberta, Ontario, England, and California. In the six performing systems, Finland and then California are the most explicit about educators' professional capital. They found that professional capital development was a key component in all six systems under study (Hargreaves & Shirley, 2012). In California, the CTA (California Teacher Association) leadership program and teacher professionalism development are cited as determining factors of success. The California case also demonstrated how undeveloped leadership and 'unwilling' officials in some schools and in the central office threatened the CTA-sponsored reform.

These professional development cases illustrated at least two things. First, professional learning is a necessary element in any educational reform. Educators need to learn the required professional capital to participate actively in the reform initiatives. In Dewey's words, "It is a common place to say that education should not cease when one leaves school" (Dewey, 2001, p.

56). The same argument holds true for teachers. Teachers should not stop learning after they have completed their college preparation programs. Second, challenges or opposition can become a catalyst for growth. Adults require the right blend of support and challenge in order to grow. Drago-Severson et al. (2011) argue that adult learning must address the ways teachers bring perspectives of meaning making to a learning situation. It is necessary to create an environment that “recognizes and responds to individuals’ different ways of meaning making to facilitate their professional development” (p. 98). They also argue “adults need different kinds of supports and challenge in order to grow” (Drago-Severson, Blum-Destefano, & Welch, 2011, p. 101).

In the two nation-state education systems of Finland and Singapore, Hargreaves and Shirley (2012) demonstrate how these countries built strong, professional teaching forces using research-based teacher education program designs. They also recruited top candidates and made their program affordable. In Finland, Singapore, and Canada, teacher preparation programs were conducted for “a contained and controllable number of teacher education institutions: there are 8 in Finland, just 1 in Singapore, and around 50 or so in far more populous Canada” (p. 96). Strong teacher education programs in Singapore and Finland have become global exemplars among reformers who value the importance of teacher professional capital (Linda Darling-Hammond, 2010; Sahlberg, 2011).

Darling-Hammond (2006) also demonstrates the importance of strong teacher education programs for new teachers in her book *Powerful Teacher Education: Lessons from Exemplary Programs*. From her research, she argues that the knowledge base for teaching should include three components (a) curriculum and subject matter, (b) teaching, and (c) learners and learning in social contexts (Darling-Hammond, 2006, p. 84). For Darling-Hammond, the latter includes

human development, learning, and language. Hargreaves and Shirley (2012) mentioned the strength of Finland teachers as both curriculum developer (developing role) and curriculum deliverer (teaching role). Teacher candidates in Finland also learned “science about how children learn” (Hargreaves & Shirley, 2012, p. 49). In short, teacher education program in Finland already incorporated Darling-Hammond & Bransford’s knowledge base for teaching.

In their recent report at Learning Policy Institute, Darling-Hammond, Hyler, and Gardner (2017) “found seven widely shared features of effective professional development” (p. v). Those seven features include: being content focus, incorporating active learning, supporting collaborations, using models of effective practice, providing coaching and experts support, offering feedback and reflection, and sustainability. Their research found that effective professional development programs also incorporated most or all of those features. In their views, for example, Professional Learning Communities (PLC) incorporates “several of these effective elements” and improves students’ learning outcomes (p. vi).

Counter examples of limited teacher professional capital are teacher preparation models, such as provided by Teaching for America (TFA). The Teaching for America (TFA) program provided limited beginning training in order to provide teachers for the needy schools, especially in urban areas. TFA recruits top BA graduates and provides them with teaching orientation for six weeks (Teaching For America, 2015). Then, the new, highly excited TFA teachers are sent to urban schools on a two-year contract that includes on-the-job training. TFA teachers indeed meet the short-term needs for teachers in needy areas. However, their limited teaching preparation, in general, does not enable them to deliver powerful learning experience for students.

Harry Smaller joined other scholars in making a line of distinction between *professional development* and *professional learning* (Easton, 2008; Fullan et al., 2006; Smaller, 2012).

Teacher professional development is understood as a “top-down, externally determined programs” (Smaller, 2012, p. 83) that claim to improve teachers’ competency. There is a suggestion for a shift towards *teacher professional learning* “which implies self-directed, on-going, and job embedded” learning (p. 83). The challenge for top-down initiatives is to get buy-in from teachers as subordinates in the system. There may be political reasons, great research-based decisions, or important developmental purposes that motivate top-down professional development initiatives. There can also be evidence-based assessment that teachers will not improve given their workload and the nature of the school climate. In my opinion, the introduction of a top-down initiative needs to support teacher’s self-initiated learning and empowerment in order to create teacher ownership. Teacher professional learning is a bottom-up and job-embedded approach that meets the needs of teachers’ needs knowledge and skills that result from their reflections on their practice. An effective professional learning idea to address these needs may spread to wider participation of other teachers or even school-wide. Of course, there is a role for professional development initiatives as well, when new curriculum or standards need to be introduced to teachers.

Paulo Freire illustrated the intimate relationship between teaching and learning as he said, “Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning” (Freire, 1998, p. 31). Freire advocated for continual, reciprocal and critical learning. For Freire, a teacher always needs to learn and grow in the profession. A critical reflection of his or her practices may help to promote continuous growth toward being a better teacher. Similarly, the way students learn, their learning atmosphere, and their learning outcomes may provide

teachers a place to learn and to examine what works and what does not; what improves or disturbs learning; and what brings temporary or lasting influences.

The argument that teachers need continuous learning validates the importance of both pre-service and in-service professional learning. Pre-service teacher education programs are undeniably important. “Teacher education is central to ...the quality of teaching and student” (Wang, Odell, Klecka, Spalding, & Lin, 2010, p. 400). In-service teacher learning builds on what student teachers learn in their college preparation programs. Both inservice and preservice teachers can benefit from Dewey’s idea that “education is a development within, by, and for experience” (Dewey, 1938, p. 9). Something develops within teachers either influenced by teaching experience or motivated by future teaching improvement. In Dewey’s conception of educative experience, “Growth, or growing as developing, not only physically but intellectually and morally, is one exemplification of the principle of continuity” (p. 13). The continuity of educative experience on the part of teachers supports the idea that in-service professional learning is a necessity and needs to be continuous throughout professional experiences.

Glass (2008) argues for investing in teacher professional learning as the best approach to improving public education in United States.

I am optimist that the only reform that stands any chance of making our public schools better is the investment in teachers—to aide them in their quest to understand, to learn, to become more passionate, caring, and competent persons. (p. 249)

Ravitch (2010) embeds the need for well-prepared and educated teachers as part of what is required for strong education. “We must be sure they are prepared for the responsibilities of democratic citizenship in a complex society. We must take care that our teachers are well educated, not just well trained” (Ravitch, 2010, p. 13-14).

The centrality of teacher professional learning is at the heart of my research. The analysis of my participants' experiences revolves around how my participants grew professionally and how they then helped other teachers to grow professionally. How my participants grew reflects the influence and importance of continuous professional growth. Their growth demonstrates many of the effective features of professional development from Darling-Hammond, Hylar, and Gardner (2017), such as incorporating active learning, supporting collaborations, using models of effective practice (others might call this *best practices*), providing coaching and experts support, offering feedback and reflection, and sustainability. My participants in Case 1 and Case 2 repeatedly mentioned *best practices* referring to effective, successful strategies or techniques they learned to engage students or to improve learning outcomes. It may help to review the most recent discussions about best practices in education.

Best Practices: Current Educational Ideas

The term “best practice,” also commonly written as Best Practices, is common among practitioners in various fields. The meaning of Best Practices, however, varies across fields and even among individuals in the same field. Moreover, this subject and field variation is coupled with local and temporal aspects. At particular fields, locations, and times, “thinking about the idea of best practice, we know that the concept means something different to everyone” (Schnackenberg & Burnell, 2017, p. xiii).

One of the early uses of the term “best practices” in education was recorded during the Art Education meeting of the AACTE Meetings in Chicago in 1954. In reporting about the draft of Evaluation Schedules for art teacher preparation, Severino commented that “This draft of standards implies best practices in the field of art education” and that “the instrument may be used as ... (c) a statement of best practices for the reference of state departments in setting up

certification requirements or in revisiting existing codes” (Severino, 1954, p. 10). It is very likely that the mentioned “best practices” were meant to become recommendations for comparison and to be used as criteria to evaluate upcoming regulations.

Zemelman, Daniels, and Hyde (2005, 2012) reported that originally the term Best Practice was a terminology derived from the fields of “medicine, law, and architecture” (p. 1). In those fields, Best Practices indicated, “everyday phrases used to describe solid, reputable, state-of-the-art work in a field” (p. 1). Schnackenberg and Burnel (2017) take the idea further and offer a definition.

Best practice is effective, cutting-edge work in a field of study and practitioners of best practices are up-to-date on the latest research and findings in their specialty and offer their clients/patients/etc., the benefits of this current knowledge and skill set. (p. xiii-xiv)

In efforts to describe, identify, or find best practices in education, Zemelman, Daniels, and Hyde (2012), including their previous work (1998) and Daniels and Bizar (2005), observed how professions in medicine, law, and architecture had a set of effective, proven, evidence-based practices that shaped each of the professions, “widely, deeply held agreements—best practices—that bind the profession together” (Zemelman, Daniels, & Hyde, 2012, p. 5). In addition best practices were supported by deep and extensive bodies of research in each discipline or sub-discipline. They seemed convinced that education was no different. The ancient and continuing profession of education held a body of practices that had shaped their practices. Educators have long embraced “a vast web of underlying agreements about what effective teaching and learning look like” (p. 5) that was developed over decades or even centuries. Even though there have been different or contrasting perspectives, orientation, beliefs, expectations, and interest, Zemelman, Daniels, and Hyde (2012) came to believe that “major stakeholders in education have agreed upon a family of practice, a broad instructional consensus” (p. 5).

Table 2.2

Features of Best Practice: Less vs. More

LESS	MORE
<ul style="list-style-type: none"> • LESS whole-class, teacher-directed instruction (e.g. lecturing) • LESS student passivity: sitting, listening, receiving and absorbing information • LESS solitude and working alone • LESS presentational, one-way transmission of information from teacher to student • LESS rigidity in classroom seating arrangement • LESS less prizing of silence in the classroom • LESS classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other “seatwork” • LESS student time spent reading textbooks and basal readers • LESS focus on covering” large amounts of material in every subject area • LESS rote memorization of facts and details • LESS reliance on shaping behavior through punishments and rewards • LESS tracking or leveling of students into “ability groups” • LESS use of pull-out special programs • LESS emphasis on competition and grades in school • LESS given time to standardized tests 	<ul style="list-style-type: none"> • MORE experiential, hands-on learning • MORE active learning, with all the attendant noise and movement of students doing and talking • MORE student-student interaction • MORE flexible seating and working areas in the classroom • MORE diverse roles for teachers, including coaching, demonstrating, and modeling • MORE emphasis on higher-order thinking, on learning a field’s key concepts and principles • MORE deep study of a smaller number of topics, so that students internalize the field’s way of inquiry • MORE development of students’ curiosity and intrinsic motivation to drive learning • MORE reading of real texts: whole books, primary sources, and nonfiction materials • MORE responsibility transferred to students for their work: goal setting, record keeping, monitoring, sharing, exhibiting,, and evaluating • MORE choice for students (e.g. choosing their own books, writing topics, team partners, and research projects) • MORE enacting and modeling of the principles of democracy in schools • MORE attention to affective needs and varying cognitive styles of individual students • MORE cooperative, collaborative activity; developing the classroom as an interdependent community • MORE heterogeneous classrooms where individual needs are met through individualized activities, not segregation of bodies • MORE delivery of special help to students in regular classrooms • MORE varied cooperative roles for teachers, parents, and administrators • MORE use of formative assessments to guide student learning • MORE reliance on descriptive evaluations of students growth, including observational/anecdotal records, conference notes, and performance assessment rubrics

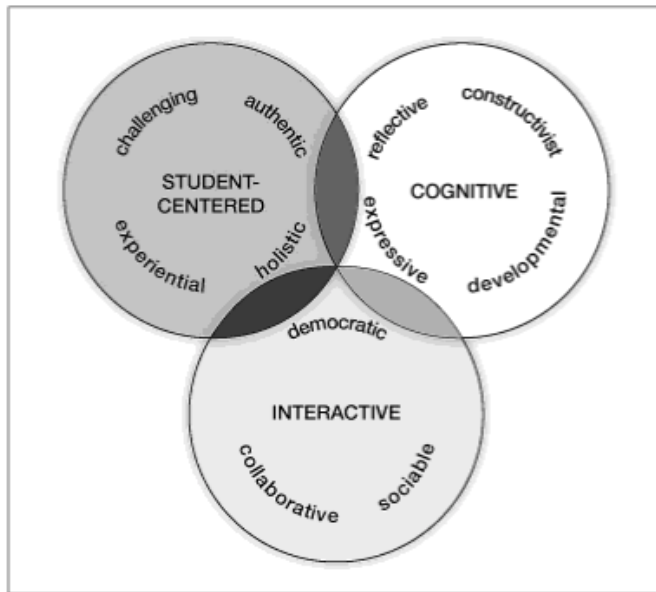
(Zemelman, Daniels, & Hyde, 2012, p. 6-7)

From the above sources and more, they proposed the following LESS/MORE chart that they claimed represented the consensus of Best Practices: “things to reduce in the classroom, and things to increase” (p. 6) i. e., what teachers should avoid or minimize and what teachers should increase or do more.

Closely examining this list of LESS and MORE in Table 2.2, the authors identified “fourteen interlocking principles, assumptions, or theories that characterize this model of education ... interrelated, each influencing the others” that clustered into three principles (p. 8).

Figure 2. 1

Three Clusters of Best Practices Principles



(Zemelman, Daniels, & Hyde, 2012, p. 6-7)

Zemelman, Daniels, and Hyde (2012) discuss how teacher-student dynamic demonstrates the three clusters of principles in Figure 2.1 above. “Like all humans, students learn most powerfully from doing, not just listening” (p. 12). This idea is also supported by Steineke (2008) who argued that engagement in performing and demonstrating ideas will help students remember, understand, and take ownership of the concepts and thoughts. In this line of thought, learning is more effective when classroom agenda shifts from being teacher-centered to student-centered. In addition, the agenda shall engage students into challenging, authentic, and holistic experience. The experience should also reflect the developmental stages of the students to allow

cognitive construction of knowledge, expressions of actions, and reflections of what they have learned and achieved (p. 39).

To make that experience happen, classroom interaction should also be sociable and welcoming, democratic, and collaborative. Reflection also serves as the closing cycle of learning for both students and teachers alike. For students, Best Practices did not always mean a mastery of “a huge inventory of technical instructional methods. Instead, they commented “Best Practice largely means returning to some fundamental, perhaps mistakenly discarded approaches, and fine-tuning them until they work” (p. 39). The term “fine-tuning” alone reminds us of the idea of “innovative adaptation” from Bogan and English (2014). They argued that innovative adaptation was as old as human life. “For millennia people have observed good ideas around them and adapted those ideas to meet their needs and situations” (p. 1). Educators often find themselves in situations where they need to make innovative adaptation or adaptive innovations to make ideas work for a their classes.

For experienced and novice teachers alike, the Seven Structures, fourteen principles, and Indicators of Best Practices along with the twenty teacher stories, in Zemelman, Daniels, and Hyde (2012), can become a benchmark for effective teaching. “In view of ... innovative adaptation, the obvious wisdom of studying others' best practices would seem self-evident. Learning by borrowing from the best and adapting their approaches to fit your own needs is the essence of benchmarking” (Bogan & English, 1994, p. 3). By the spirit of adaptive innovation, there is a big chance that this quote might work for educators. Kahl from Manco Inc. asserts, “All I know is that if I study excellent companies, I come up with excellent ideas” (Bogan & English, 1994, p. 21). Learning about highly effective teaching from well-reference teachers may spark excellent ideas in one’s own classroom.

Among school practitioners, the term ‘best practices’ is used to identify good teaching practices. Other names for these good practices include “exemplary, state-of-the-art, research-based, proficient, standards-based” (Daniels & Bizar, 2004, p. 10). Other more conceptual names include “instructional efficacy, teaching for engagement” (p. 10), inquiry-based learning, reflective pedagogy, authentic learning, and many more. “We prefer the label Best Practice, partly because it is a well-understood term in other professions, and partly because it is clearly defined with reference to specific documents, research, and standards” (p. 10-11). Even though elements of best practices have been widely researched, the terminology of best practices is typically only popular among practitioners.

Best practices are used in everyday conversations among principals, teachers, parents, and even district officers as well as public education stakeholders (Daniels & Bizar, 2004). The term Best Practices also pleases the public because of its association with something good, great, or successful. “The idea of best practice sounds good, and it is simple enough for the general public to guess its meaning” (Schnackenberg & Burnell, 2017, p. xiii).

Because ideas of Best Practices are found frequently in quality education, people may mistakenly see them as similar. Harvey Daniels (2004) observes “Sometimes it seems as though Best Practice is about to take the place of the term quality education, a blessing that of course everyone wants for their children, but that has no shared definition whatsoever” (p. 11). There are clearly times when education stakeholders including media, policy makers, and politicians use the term without actually knowing what it meant. Best Practices has become a political commodity and media key phrase without actually revealing the real meaning. The phrase has been used to name common educational activities or behaviors, “a generic, ceremonial seal of

approval, a fuzzy pledge of *okayness*, a genuflection to whatever everyone else is doing or claims to be doing” (p. 11).

In my study, the narrative stories of my participants revealed a wide use of the term *best practices* among prestigious private schools that claim to offer high quality education. They typically use it to indicate their departure from the more common content-based, teacher-centered pedagogy. It was also used to showcase the schools’ commitment to more progressive ideas.

Globalization

Today’s globalization is probably the open end of the tunnel of the classic cosmopolitan imagination of Diogenes the Cynic (of Sinope) when he proclaimed “I am a citizen of the world” (Delanty, 2009, p. 20). This quote seems to express a craving for some “forms of belonging that go beyond the community into which one is born to a concern with the wider world of a global humanity” (p. 20). Plato’s *classic republican to cosmopolitan* at that era seems to resemble today’s *local to global*. If Plato and Diogenes had a chance to enjoy today’s smartphones, intercontinental jet planes, and digital money, they might have been able to dream even bigger dreams.

The classic imagination has become “a phenomenon that comprises multiple and drastic changes in all areas of social life, particularly economics, technology, and culture” (Stromquist & Monkman, 2014, p. 1). It is now very hard to find any item that is not connected globally. A bottle of ABC sweet soybean sauce is now found in an Asian store in the small campustown of Champaign in Central Illinois. The ABC sweet soy sauce was produced in Indonesia, but using soya beans that may have come from the U.S.A., maybe even Illinois.

As a broad term, “globalization can be discussed in economic, political, and cultural terms. It can be found in neoliberal economic perspectives, critical theory, and post modernity”

(p. 1). What used to be discussed within such issues as “convergence/divergence, homogenization/heterogeneity, and global/local,” has become

A much more multi-faceted and complex dynamic . . . that is contingent, ambiguous, contradictory, and paradoxical. . . an inexact term for the strong, and perhaps, irreversible, changes in economy, labor force, technologies, communication, cultural patterns, and political alliance that it is shaping in every nation. (Stromquist & Monkman, 2014, p. 1)

Globalization as a term is very fluid depending on which angle is used to describe it and what purpose is served. For example, twenty years ago, AAA was a traveller’ best friend in the USA and Canada because they provided a trip map that was able to tell every single turn with the right number of highway exits. Ten years ago, a GPS module unit was available for drivers. Now, drivers, bikers, and pedestrian simply use smartphone applications to guide their trips.

In my mind, globalization is a two-way transaction. Local is going global and global is becoming local. Local entities that go global contribute to the making of new global connections and influence identities. At the same time, global entities in local domains influence and transform local realities. Globalization is unstoppable in connecting local people to globally-situated others. Most people cannot escape these global connections. Local reactions may demonstrate resistance, non-participation, comparisons, dialogues, or even competition. Two major actors in globalization are “the market and the transnational corporation” (Stromquist & Monkman, 2014, p. 2-3).

I also think that globalization is a double-sided coin. On one side, globalization is empowering and it provides tools for participation in global transactions. On the other side, globalization is colonizing and forces locals to participate in global transactions whether they

choose to or not. Opting out of global participation risks being left out and victimized. Participating in global transactions may also risk losing; however, individual empowerment allows locals to gain benefits from global transactions. The two extremes of the impact of globalization are “either catastrophic or productive” (Buenfil, 2014, p. 218). Parents who are shocked with the presence of digital money may become speechless to hear about digital drugs. After agreeing to some forms of payment, digital drug users are given music files where the music will stimulate the brain creating the effects of consuming cocaine, marijuana, and other form of drugs. I learned about digital drugs from social media postings a few days ago. In fact, there are some waves that stimulate the brain creating a similar effect to taking drugs and they are simply transmittable through headphones (Rouse, 2010; Singel, 2010).

One example of global influence in education is a series of reviews by international agencies such as World Bank, UNESCO, and previously also by International Monetary Funds scrutinizing a country’s social condition, politics, public health, economy, and education. There is an unstoppable comparison of education achievement as reflected in PISA and literacy ranking. Indonesian education appears poorly on those two measurements (Gunawan S., 2016; Mailizar, 2013; Napitulu, 2013; OECD, 2018; World Bank, 2017). These global comparisons have consequences locally as well as globally.

Global actors, “the market and the transnational corporations” (Stromquist & Monkman, 2014, p. 2-3), reflect western neoliberalism, that is, the practices of managing services and commodities that rely on free market practices “guided by a vision of the weak state” (Apple, 2000). In doing so, neoliberalism aims at profit making that results in the misfortune of some to the benefit of others. In other words, neoliberal practices “generate winners and losers at individual and national levels” (Stromquist & Monkman, 2014, p. vi) and have “impacted all

countries to different degrees and in a mix of positive and negative directions” (p. 14). Given documented poor education performance, neoliberal initiatives have found a ways to create businesses and competition to solve these problems. There are, for example, in Indonesia an increasing number of testing centers for TOEFL, GRE, and GMAT and more and more students attend universities abroad. In addition, some western universities and K-12 schools have opened branches in Indonesia, which include the IBO. More education programs proliferate at the K-12 levels with the development of private prestigious schools for high-income families. The result of many of these neoliberal initiatives is a broadening gap between the rich and the poor, reflecting the “winners and losers” effect described above.

What follows is a brief review of neoliberalism. Then, I will also discuss the impact of globalization on K-12 education in Indonesia. Finally, I will discuss neoliberal practices in Indonesian education.

Neoliberalism

A common understanding of neoliberal practices is the argument that the world will improve by relying on free markets and competition (Martinez & Garcia, 2003; Treanor, 2005). To allow freedom and fair competition, the role of government should be minimal diminishing its participation in public sectors that are intended to run more efficiently through market mechanisms. The result is a loosening of government regulations, which allows privatization of public sectors. Today, we have witnessed privatization of public services in many parts of the world including health providers, insurance, and education (Biebricher, 2015; D. Hill, Lewis, Maisuria, Yarker, & Carr, 2015; Hursh & Martina, 2016).

In his book *Global Education Inc.*, Ball offers a description of ‘neo-liberalism’ (Ball, 2012); others spell it as ‘neoliberalism.’ Referring to the work of other scholars (Wood 1997; Carvalho and Rodrigues 2006; and Samir 2008), he writes:

Neo-liberalism is ... neither a concrete economic doctrine nor as a define set of political project ... as a complex, often incoherent, unstable and even contradictory set of practices ... of market-based social relations ... and/or practice of commodification, capital accumulation, and profit making. (Ball, 2012, p. 3)

A simpler paraphrase is that neoliberalism is a set of complex practices of economization of every aspect of human life for capital accumulation and profit making. It includes “economization of social life and the creation of new opportunities for profit ... reconfiguring the relationship between governing and the governed, power and knowledge, and sovereignty and territoriality” (p. 3). Ball shows through his analysis of global networks how entrepreneurs develop “agendas of privatization of the public sector: its services and its institutions” (p. 6-7) through “market mechanism” (p. 36), which some call “destatization” (Jessop 2002, p. 199) through the promotion of partnership and modernization. “Some people oppose the market, and its effects -- especially the resulting inequality” (Treanor, 2005, paragraph 6), yet the enforcement of free markets has gone global affecting international, national, regional, and local economies.

The term *neoliberal* has been a common term since 1990s and has been used interchangeably with *globalization*. From a liberal perspective, the distribution of wealth as a result of free market practices is fair. In practice, however, liberal practices create a polarization of wealth where the rich get richer and the poor get poorer. Wealth disparity results in broader social inequalities that require attention from the states and humanists. The social gaps develop exponentially when accumulated profits meet power and knowledge. As Mason (2008) argues: “The linear addition of new elements multiplies exponentially the number of connections among

the constituent elements” (p. 48). Humanists and social activists use Freire’s words, “We need to say no to the neoliberal fatalism . . . an ethics in which a minority makes most profits against the lives of the majority” (as quoted by Donaldo Macedo in Freire, 1970).

Ball (2012) discusses how liberalism takes place in education in the form of “advocacy and dissemination of ‘private’ and philanthropic solutions to the ‘problem’ of state education” (p. 2). The State and neoliberal entrepreneurs often worked together to adjust or create regulations by the State, which then allow spaces for free markets to thrive (Treanor, 2005). One kind of collaboration is where the State and neoliberal corporations develop public private partnership (PPP). The penetration of neoliberalism initiatives often weakens the influence of the State as reflected in the changing roles of the State from “service delivery to a combination of regulation, performance monitoring, contracting and the facilitation of new providers of public services” (Ball, 2012, p. 36).

Neoliberal ventures in education also reflect profit strategies. “Unstated and usually unexamined subtext of neoliberalism is not doctrine but money, particularly in the form of profit” (Ball, 2012, p. 139). The solutions they offer are not separated from motifs of profits. Blacker (2013) described it as “doing well for oneself wealth wise while doing good for others by ‘developing’ them” (p. 7). Ball further describes how companies that used to manage banks, buildings, and service industries, now manage chartered schools and hospitals and then lease them back to the government as a profitable business.

There are a variety of levels of education services that neoliberals have offered from full management of schools, leasing buildings, “or a brand, alongside any other commodity or capital asset” (Ball, 2012, p. 139). In the name of modernizing services, corporations grow as “social

capitalism or social enterprise” to offer modern and effective services in the area that the State “has failed.” Bill Gates has called it “creative capitalism.”

The challenge is to redesign a system where market incentives, including profits and recognition, drive those principles to do more for the poor. I like to call this idea creative capitalism, an approach where governments, businesses, and nonprofits work together to stretch the reach of market forces so that more people can make a profit, or gain recognition, doing work that eases the world’s inequities. (Gates as quoted in Ball, 2012, p. 140)

Ball (2012) also describes neoliberalism as economic, political, and cultural entities.

Humans have been neoliberalized “through the means of enterprise and responsibility. . . . through anxieties and opportunities, not by constraint but by incitement and measurement and comparison” (p. 145). Within this kind of neoliberal context, parents are situated as consumers and are required to then consider different options for their children’s education. Different schools offer different sets of curricula and promises of student achievement. Families compare their choices with other families as if choosing particular schools makes them belong to a class with a particular lifestyle. Neoliberalism “is insinuating itself into almost every aspect of contemporary social life” (p. 145) and certainly into education.

There are many examples globally. What Ball calls *social capitalism* and what Gates calls *creative capitalism* are useful explanations for the popularity of, for example, Microschools of Opportunity in Ghana, Uganda, Malawi, and India. In those countries, educational entrepreneurs (edupreneurs) start a small school at the center of poor populations to offer education for children of families that cannot send them to the mainstream public school. While they serve the community, they also make profits from the contracts they have with governments or from school fees paid by families and are then able to start other microschool units. Citing Tooley about Prahlad, “the hamburger chain McDonald” was the inspiration of the establishment of small edupreneurs like microschools (Ball, 2012, p. 46).

A consistent quality of hamburgers and fries worldwide results from a deeply understood and standardized chemical process. . . . a similarly “deeply understood and standardized” learning process could become part of an equally successful model of private school provision, serving huge numbers of the poor. (Prahlad and Tooley as cited in Ball, 2012, p. 46)

Even though education is not as simple as making burgers and frying shoestring potatoes, the assumption is that there are some basic operations of schooling that can be standardized and replicated with low cost to provide acceptable service and still to make profits.

Globalization of K-12 Education

Today, the world is witnessing the spread of education programs, such as: Reggio Emilia, Montessori, Cambridge, International Primary Curriculum, and International Baccalaureate Organization (IBO) programs.

Globally, the first Montessori school opened in 1907 (American Montessori Society, 2015). Today there are more than 4000 schools on six continents worldwide. Another long established school is Waldorf and Rudolf Steiner (Hague Circle International Forum for Steiner/Waldorf Education, 2014; Paul, 2011); the first school was established in 1919 in Stuttgart (Hague Circle International Forum for Steiner/Waldorf Education, 2014). Today, there are 1,056 Waldorf and Rudolf Steiner Schools in 60 countries. Other curriculum programs that are widely used include the Cambridge K-12 programs (Cambridge International Examination, 2014) and the International Primary Curriculum (IPC) for elementary schools (The International Primary Curriculum, n.d.). Cambridge examination is taken in more than 90 countries and more than 950 schools around the world teach the Cambridge curriculum for the primary schools. Over 1,000 schools in England and more than 1,600 school around the world use the IPC.

IB programs were developed much later but have gained popularity more recently. In 1968, the IB Diploma Program for high schools began operation with student participants in a

number of schools worldwide. The Middle Year Program (MYP) was added in 1994 and the Primary Years Program in 1997. Today, IB programs are offered in 5,084 schools in 153 countries (IBO, 2018b). More figures are illustrated in Table 2.3.

Table 2.3

Websites and Studies Mentioning the Number of IB Programs Worldwide

IBO Studies/reports (year)	# of Countries	Number of IB Schools	# of DPs High School	# of MYPs Middle School	# of PYP Primary School	# of CP Career Program
IBO Website (April 2018)		5,084	3,308	1,463	1,626	
IBO Website (Early 2018)	153	4,700	3,182 (in 153 countries)	1,356 (in 108 countries)	1,472 (in 109 countries)	141 (in 23 countries)
IBO Website (2013)	146	3,680	2,464	1,026	1,097	60
Tristan Bunnell (2008)		2,400	1,779			
Laurent-Brennan (1998)	91	696				
Peterson (1983)	140	150				

Today in Indonesia, middle class families can find private schools that offer Montessori, IPC, Cambridge, IBO, and other programs from different countries. While the numbers of these schools are small, their presence plays a significant role in disseminating and spreading alternative pedagogies in Indonesian education. Teachers and administrators in these schools are potential agents to share their approaches with other teachers in their immediate networks, hopefully also including teachers in public schools. This was the role that the workshop leader participants in my study played. In two of my three cases, workshop leaders were sharing their expertise with teachers in public and private schools.

Middle and high SES parents have had concerns about the overall quality of the national schools (Gower, 2006). To improve quality, national schools started reform movements by

developing international standard classes (*Sekolah Bertaraf Internasional*-SBI and *Rintisan Sekolah Bertaraf Internasional*-RSBI) (Aritonang, 2013; Daud, 2013; Sumintoro, 2013). Both SBI and RSBI were started in 2007 but they were terminated by the Constitutional Court decision that ruled against the establishment of SBI and RSBI due to unequal access and discriminatory practices. The SBI-RSBI reform programs were criticized for the lack of a solid research foundation, careful planning, and careful implementation (Sumintoro, 2013). With the termination of SBI-RSBI initiatives, middle class parents' choices for quality education were limited to national-plus schools and international schools, while the choices for other families were only the existing public and private schools, many of which were not high quality schools.

Since 2015, the Ministry of Education (MOE) recognized three categories of schools: national, international, and collaborative (SPK-*Satuan Pendidikan Kerjasama*-Collaborative Education Institution) (Permanasari, Anwar, & Agung, 2015). National Plus schools are considered collaborative because of the international curriculum inclusion. International schools and national plus schools are established by embassies or private entities (Wiradji, 2002); recently, the name *National Plus Schools* has changed to *National Private Schools*. These schools implement a home-country curriculum or an international curriculum such as International Baccalaureate Organization (IBO), the Cambridge International General Certificate of Secondary Examination (IGCSE), Cambridge International Primary Program (CIPP), Montessori, High Scope, and International Primary Curriculum (Ajani, 2012; Gower, 2006; Kustulasari, 2009; The Jakarta Post, 2012). As previously discussed, national private schools or the SPK schools serve middle and high-income families.

The first IB diploma program in Indonesia was started at Bina Tunas Bangsa (BTB) schools in 1978 (The Jakarta Post, 2006). Graduates of IB BTB were subsequently admitted to

more than 800 universities in 65 countries. Sekolah Tiara Bangsa (STB), established in 1996, were reported to be the first schools offering IB programs from kindergarten to grade 10 (The Jakarta Post, 2001). There were only 23 PYP (Primary Year Programs) programs in 2010 (Langit-Dursin, 2010). Within 3 years, there were 28 PYP schools, a 22% increase. The fast growth may account for the esteem given to IB programs. With its international focus and progressive curriculum they were well respected. “The program fits with the [host] school’s mission and students are better prepared to engage the world” (White, 2012, p. 191-192). While these programs were attractive and had strong educational programs, they were only available to families who could afford the high tuition.

Table 2.4

Offerings of IB Programs in Indonesia in 2013 and 2018

IB PROGRAMS	NUMBERS OF SCHOOLS (IBO, 2013)	NUMBERS OF SCHOOLS (IBO, 2018a)
Total number IB schools	40	53
Total of Diploma Programs	21	39
Total of MYP Programs	12	17
Total of PYP Programs	28	31
DP-MYP-PYP all offered	9	13
DP-MYP offered together	2	3
DP-PYP offered together	0	4
DP only offered	10	19
MYP-PYP offered together	2	1
MYP only offered	1	0
PYP only offered	15	12

Today, there are 53 IB world schools in Indonesia (IBO, 2018a). Within these schools, the programs are comprised of 39 diploma programs (DP), 17 middle year programs (PYP) and 31 primary years programs (PYP). Thirteen schools offer all the three programs. Details of program offerings are presented in Table 2.4.

My study initially was confined to workshop leaders in IB-PYP schools. As the study progressed, while my Case 1 teachers stayed within IB schools and conducted their workshops within the IB network, my Case 2 teachers, while trained in IB schools then moved to public/private schools and gave workshops outside the IB network. My final case was a teacher whose professional development did not occur within the IB network, and yet he offered many workshops to public and private school teachers. This is to say that IB was a significant influence to all but one of my workshop leader participants and its progressive philosophy of teaching influenced the teacher's perspectives and the kinds of workshops they offered to others.

Neoliberal Practices in Indonesian Education

A neoliberal presence in Indonesia is found in all aspects of daily life. Multinational brands are common in commodities and services transforming social, cultural, economic, and political life. Global influences and awareness have changed the ways government agencies manage education and how families select education opportunities for their children.

At the national level, education policy development and implementation attract the interests of neoliberal corporations. There is no reported data on these efforts, but book publishers and school supply producers are probably among the main players. Even though spending authorities are now decentralized at the school and regional levels, supplier corporations know when money reaches schools and what schools need to buy. Sales persons are already at the school doors with catalogs of products when principals hear about their funding. Further these corporations have money to influence the policy making process. A major challenge related to is that educational considerations are often dominated by market and business considerations rather than educational criteria. Education spending is also often limited by what the markets can supply.

In 2016 and 2017 for example, I heard directly from a corporate person, that there was a narrow time window of less than two weeks between the decision of approved textbooks and the beginning of the school year and the availability of funds. Furthermore, school purchases could only be made online. I can imagine that only a few agencies had the capacity to accept online orders. At the backdoor of these online agencies, publishers collaborate to fulfill orders that had to ship to all parts of the country. When printing capacity and distribution were a constraint, there were short cut solutions of re-selling older books with new covers. There was also replacement of books by different publishers with the same or similar titles. School administrators were powerless when publishers only offered available titles instead of those on the approved book lists. It was also likely that corporations will have controlled the approved book lists, allowing them to print or reprint books that they knew would sell a predicted thousand, or even a million copies. Obviously, but silently, there has been a significant corporate influence in the policy development and implementation. There is chance that profits consideration overpowered education concerns in the decision-making processes.

Following the lifestyles of a fast growing middle class in Indonesia, businessmen and NGOs have opened many new private schools offering the national plus curriculum. Among popular programs are Montessori, Cambridge, or IBO programs. These new schools are solutions for children of high-income families who were not admitted to prestigious public or private schools, or who are not happy with the quality of private and public schools in general. These education businessmen and NGOs, while they are doing good by developing educational options, are at the same time making profits; Blacker (2013) describes this as “doing well for oneself wealth-wise while doing good for others” (p. 7).

An obvious example is the opening of prestigious schools in newly established high-class residential areas such as in suburbs of Jakarta, Bandung, Surabaya, Medan, Manado, and Denpasar-Bali. Real estate developers integrate prestigious schools in their master plan as a strategy to boost property sales, and this then supports the accumulation of profits. These prestigious private schools are supported by the annual conference of the ANPS (Association of the National Private Schools), triennial conferences of Montessori Schools, regular Cambridge trainings, and IBO's workshops and annual regional conferences. All of these happen within a context where government agencies are struggling with an increasing disparity of quality and distribution, limited teacher quality, a lack of teacher background in curriculum planning and implementation, and a lack of educational resource management in general in the public school system.

Competition in the national examinations and university admissions has created other profitable ventures of education services. Tutorials and exam preparations are popular businesses nationwide. Educational corporations such as Primagama, Neutron, and Ganesha are franchised businesses that provide services in major cities and townships. Once again, they are serving the public while making profits. As business entities that provide tutorial services, but they are not required to have highly trained teachers or accreditation. All they need to start services is a decent place, a franchise agreement, modules, and locally hired tutors.

English courses are also offered by tutorial businesses but these generally have more careful teacher recruiting and development. While TOEFL and IELTS training centers are the most popular academic English packages, there are also franchises like EF (English First) and national brands like LIA (Lembaga Indonesia Amerika), ELTI (English Language Teaching International), and ELP (English Language Program). In addition, there are local or regional

English courses that serve the public locally. English teachers with entrepreneurial spirits and a little capital can establish English schools with no difficulties.

All these practices provide services and make profits in areas where the government is not capable of providing service, or not good enough services. Thus, the presence of these neoliberal initiatives becomes complementary to the work of the government. However, a high percentage of them are costly so that only financially capable families can use their services. In the end, these efforts broaden the social gap, offering nothing to less advantaged families while allowing privileged families to access further opportunities.

Apple (2000) argues that these neoliberal businesses most easily operate in the atmosphere of weak government, to serve the public. . The need for teacher professional development is enormous in Indonesia, a country with a population similar to the U.S. However, the Ministry of Education (MOE) provides only limited teacher professional development opportunities. The scarcity of PD forums may be the reason for the positive response to periodic forums such as the annual ANPS conference (Association of National Private Schools), the annual Montessori Conference (Sinta, 2017; Susanthi, 2015), the annual Indonesian Teacher Union Work Conference (Naim & Rusdianto, 2018), and the Sampoerna's Biennial National Teacher Conference (Sampoerna School System, 2018). In addition, there are incidental teacher PD forums such as the 2017 Teacher and Education Innovation Conference, IBO regional workshops and conferences, and Cambridge International Education training to introduce and support Cambridge curriculum programs, although some of these program are limited to teachers within the specific programs.

There is the possibility that some or many of these PD forums are influenced by neoliberal agenda. As my workshop leaders comment in Chapter 5, they thought that IBO

presence in Indonesia, and broadly in Asia, also included profit objectives. Indonesia and other Asian countries are clearly potential markets for IBO programs.

The fact that there are not domestic initiatives to provide professional development to teachers may indicate that there are likely less promising profits to be made in this area. It may also be that domestic agencies do not have the resources or capabilities to offer such services. Because the government does not have the resources and capital to provide PD opportunities, there are wide open opportunities for neoliberal agencies to participate in professional development for teachers. Of course, the challenge is whether the balance of services and profits would make this attractive to such initiatives. A more important question is whether profit-oriented initiatives could provide what is required for sustainable teacher development. And further, should the government and the educational profession turn over, or even allow, these kinds of neoliberal endeavors to take over professional development responsibilities in a developing country?

Narrative Inquiry

In the last few decades, researchers have increasingly used narrative methods. This phenomenon has been identified as the “narrative boom” or “narrative explosion” (Hänninen, 2004). Others call it “narrative turn” (Atkinson, 1997; Ojermark, 2007; Stalker, 2009).

Narrative inquiry provides a useful method for studying human experience (Clandinin, 2013; Clandinin & Connelly, 2000; Johnston-Parsons & Watts, 2011). A narrative researcher looks at continuous, relational, immediate (Dewey, 1938) and temporal (Clandinin and Rosiek, 2007) experiences. Dewey reminds us of a range of experiences, some of which have more intensity, complexity, continuity, and significance than others. Narrative researchers are involved with the reality of human experience. The objective is to weave “continuity between the refined

and intensified forms of experience that are works of art and the everyday events, doings, and sufferings that are universally recognized to constitute experience" (Dewey, 1934 p. 3).

Dewey's idea of *continuity* points to human experience as a continuance of substances of routines, habits, events, and happenings. Even when one happening seems to interrupt a routine, what seems to be a fracture of a routine, they are nevertheless tied together as a continuing reality. One event in the past may seem to have no immediate *relation* to a current being, but it may have a consequential or causal effect to another significant happening in the future (*temporal/immediate*). A piece of experience at one time can have significantly different markers of "refined and intensified forms" (p. 3). Dewey seemed to suggest that a snapshot of experience may tell a lot, or nothing, about the life of the person who has that experience. A narrative researcher's job is to find the snapshots that contain rich nuances of experience that potentially help to reveal knowledge about the individual narrator.

Human experience is as *complex* as it is continuous, relational, and immediate/temporal. An attempt to understand human experience is a messy process of dealing with this complexity (Cochran-smith, 2000; Hänninen, 2004; Hendry, 2009; Hunter, 2010; Nichols, 2013). The meaning of an event does not remain the same to the person who experienced it (Richardson, 1997). Telling stories of others is, then, understood as an attempt by the researcher to interpret the experiences as told by them (Nichols, 2013).

While narrative inquiry is capable of re-constructing meanings of experience (Riessman, 1989) and the understanding of these meanings can lead to practical knowledge (Bolivar, 2002; Bruner, 1997; Clandinin, 1989; Clandinin & Connelly, 1998; Riessman, 1989), the process of this narrative inquiry, for example the making sense of the data, is not linear and not a flowing-

step-by-step procedure. “I suggest that inquiries are often messy, blurred, chaotic, and contradictory” (Hendry, 2009, p. 78).

Jerome Bruner argues that narrative inquiry provides the structures to organize human experience (Bruner, 1996). Using the logic of coherence (Bolivar, 2002; Crites, 1971; Eisenhardt, 1989), researchers are able to get out of the messy storying of experience, and indeed, it is the logic of coherence that may help a researcher to make sense of what the participants’ stories are about and how to then re-present those stories. Hendry (2009) suggests “It is only after the fact that scholars construct narratives of coherence that make research appear tidy, linear, and reasonable” (p. 78).

Different fragments of experience progress in temporal, spatial, and contextual frames (Clandinin, 2013). Within those frames, there are small stories and big stories (Georgakopoulou, 2006). The small stories contain important events related to the participants’ identity or the contexts of the bigger stories. The bigger stories include the main parts of the participant’s narration. Both big and small stories are capable of guiding my interpretations of my participants’ stories (Grant, 2012; Latta & Kim, 2009; Mitra & Serriere, 2012; Ojermark, 2007).

Taking a narrative inquirer’s position will also enable me to help my participants to narrate the memories of their past experiences and what those experiences mean to them. Related to the role of experience, Crites (1971) writes that:

Now it would be quite possible for me to tell this story very differently. My perspective on it has been changed . . . I have many insights into this chronicle that I could not have had at the times its events occurred . . . Embedded in every sophisticated retelling of such a story is this primitive chronicle of preserved in memory. (p. 301)

Memory allows human beings to store experiences in a format that allows retrieval and further dialogue between events. It is through memory that an event in the past may link to current

moments of feelings and anticipation of the future (Crites, 1971).

As people proceed through narrating their experiences, they may experience growth and learning. At the same time, human beings develop attitudes, beliefs, and values. The interaction of those components allows individuals to take different perspectives about their previous experiences stored in memory. As stories are told, speakers take a particular perspective that allows them to reveal the social contexts as well as the personal embodiment and interpretations of their experiences. Growth, and learning sometimes results in a change in their narrative about their past memories.

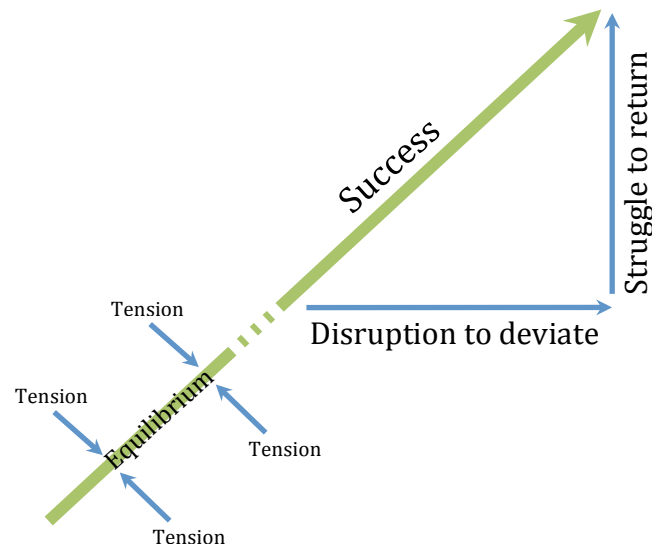
Connecting Experiences

Human development is like a journey from immaturity and enlightenment. This is made clear in Kant's claim that "predispositions aimed at the use of its reason are to be developed in full only in the species, but not in the individual" (Kant 1794, Ak 8:19 in Kleingeld, 2006, p. 5). Kant argues, "Enlightenment is the human being's emancipation from its self-incurred immaturity. Immaturity is the inability to make use of one's intellect without the direction of another" (Kant 1794, Ak 8:35 in Kleingeld, 2006, p. 17). It seems that ideally human experience moves toward more mature directions. As individuals grow from infancy to adulthood, they learn to reason, to gain knowledge, and to contribute to the development of knowledge, and whenever possible, to catch up with the development and the uses of reason.

Narrative inquiry examines human experience as the source of knowledge about human beings. For example, experience of particular participants may reveal some knowledge about life and how it connects to ideas bigger than just the life of a few people.

Figure 2.2

Success and Equilibrium



Tensions, success, and struggles.

In Dewey's term, the search is for *refined* and *intensified* forms of experience, but also one that involve struggles, tensions, and other signifiers of meaning. One example of an intensified experience is a celebration of success. In my understanding, success is an equation involving disruptions that deviate from the norms and struggles to return to an intended progress. I have been thinking that if an achievement or a successful event is a progression in the normative direction, then, a disruption is a departing point to move away from the normative direction and a struggle to return to the normative direction; both disruption and struggles create tensions, which are at the heart of educative experience. "Equilibrium comes about ... out of, and because of, tension" (Dewey, 1934, p. 14).

For example, in order to be *successful* in a school subject examination, studying is the normative action to take; non-study related activities are then disrupting. *Disruptions* create tensions to abandon the norms while *struggles* also create tensions to return to the norm. The

state of equilibrium and success are dependent upon the results of the equation between disruptions and struggle. In reality, equilibrium and success do not occur in a straight line, but with bends, curves, turning points (Przeworski & Salomon, 1987; Riessman, 1989) and milestones (Nichols, 2013).

In summary, narrative methodology is relevant for this study for the following reasons.

1. Narrative inquiry provides a framework to look at human experience involving intensity, complexity, continuity, and significance in the experiences of my research participants.
2. Using the idea of enlightenment and development, narrative inquiry enables the research to connect human experience to bigger ideas beyond individual experience.

In this study, I used narrative framework to guide my data collection and analysis. In particular, I examined meaningful, educative experiences that provided insights into my participants' struggles, tensions, and problems that led to their professional growth. I also examined experiences that motivated them to continue sharing their expertise and to shape their agenda for helping other teachers.

CHAPTER 3

METHODS

This study examines the experiences of workshop leaders in Indonesia, i.e. senior teachers who have grown professionally and have become instructional leaders for teachers in their own school and elsewhere. *Workshop leader* is also the title used for teacher trainers in the International Baccalaureate Organization (IBO) education programs.

This examination explored their thoughts, attitudes, and practical experiences about their own growth and how they helped others. In other words, the individual contextual experiences of the workshop leaders are at the center of this study. Since “individual experience within particular social and historical contexts” (Johnston-Parsons and Watts, 2015) is the focus of examination, narrative methods are relevant to this study. The outcomes of the study will hopefully provide insights into teacher professional learning in Indonesia.

Research Questions

This study aims to investigate how workshop leaders grew professionally. Particularly, the investigation aimed at looking at how they began as a new teacher and then achieved their current capacity, how they navigated tensions and struggles, and how they saw themselves in the context of Indonesian education. For this purpose, the questions are formulated as in the following.

1. What can workshop leader narratives tell us about the professional learning of teachers?
2. What contributed to their professional learning and motivations to provide teacher workshops for others?

These questions were used to develop the **interview questions** that guided the data collection. See **Appendix A**.

Research Settings

From my own experiences developing a national school in Indonesia, I became familiar with the IBO-Primary Years Program (IB-PYP). Experienced teachers in the adjacent IB school attended training that qualified them to become workshop leaders. The duties of workshop leaders include leading teacher professional development workshops, consulting with other schools, and assessing school readiness for IB-PYP accreditation. Unlike the mainstream banking-model pedagogy (Freire, 1970) in Indonesian schools, IB-PYP uses an inquiry-based and progressive approach (Dewey, 1916). Seeing how IB-PYP was implemented in the international school next door to mine, I recommended IB-PYP be the model educational improvement in my national school.

I was interested in the role of workshop leaders and dreamed to become one myself. Unfortunately, I did not know about IB at the beginning of my teaching career, but my passion to know more about IB-PYP workshop leaders motivated me to study their professional learning and to complete this dissertation research.

Research Participants

During the AERA conference in Chicago, I happened to meet and consult with research managers from the IBO Americas Regional Office in Bethesda, Maryland and IBO Asia-Pacific Regional Office in Singapore. They both confirmed that IBO Offices could not help me find IB-PYP workshop leaders. In other words, I had to find my own research participants relying on my own networking.

I used convenience sampling by contacting educators in several IB-PYP schools. I received 11 recommendations of names of IB-PYP workshop leaders: seven Indonesians and four expatriates. I contacted all seven Indonesians and five agreed to participate. However, two of them were no longer working in IB schools so I did not include them as participants. During my data collection, I came across another workshop leader from a non-IB school who happened to be my colleague when we were studying at our teacher college. He agreed to participate.

Table 3.1

Interview Schedule

Schedule of Interview						
Data Collection	Case 1			Case 2		Case 3
	Tina	Agus	Emma	Katrina	Emilia	Laurens
	IB-PYP Elementary Private School			Non-IB Elementary Schools		Religious-affiliated High School
Emails	Yes	Yes	Yes	Yes	Yes	Yes
WA chats	Yes	Yes	Yes	Yes	Yes	Yes
Face-to-face interview (45'-60')	29-Nov-16	29-Nov-16	29-Nov-16	20-Jul-16	20-Jul-16	7/14/2017 (Pre-Interview)
	30-Nov-16	30-Nov-16	30-Nov-16	9-Dec-16	9-Dec-16	
Phone Interview (45'-60')	14-Aug-17	3-Sep-17				9-Sep-17
						23-Sep-17
						7-Oct-17
						19-Oct-17
						30-Jan-18
						13-Feb-18
Data Collection	Additional Support Data for Case 1					
	Executive Principal	Indonesia n Principal	Expatriate Principal	Business Operation Manager		
	Fac-to-face Interview (45')	28-Nov-16	30-Nov-16	30-Nov-16	27-Feb-17	
		27-Feb-17				

Eventually, I grouped my six participants into three cases. Case 1 included three workshop leaders currently working in an IB-PYP school. Case 2 included two ex-IB-PYP

workshop leaders currently working in non-IB private schools. Case 3 was a non-IB-PYP workshop leader working in a private religious-affiliated school.

Data Collection

After the participants read the consent forms and agreed to participate, I began to schedule interviews. The initial plan was to conduct two lengthy interviews in person while I was in Indonesia in the summer of 2015, and then to follow-up via email, phones, and WhatsApp communication. Even though planning to meet was quite a challenge due to complicated schedules, I was able to collect more interviews than originally planned. See Table 3.1

My interviews were conducted in English in Case 1. In Case 2, my participants answered mostly in Indonesian language with occasional English phrases and brief sentences. For these data I translated all of the interview responses into Indonesian. In Case 3, all interviews were conducted in Indonesian. For quotes in Indonesian, I provide my translations in the data presentation.

Data Analysis and Presentation

I transcribed the audio interviews. I worked through the data coding several times to find relevant themes. Then I generated a mapping of similarities and differences across participants and cases. I also developed a broad data map to put thematic quotes side-by-side. After several attempts to make sense all these displays, I began to develop the narratives of my participants. My efforts to write their stories did not make any progress until I was able to determine what these stories were telling me. After trying several strategies for organizing the narratives, I was able to pull out two important themes that were worthy namely (a) components in teacher professional learning, and (b) issues in the narratives related to critical thinking

My interpretation of their narratives is presented in Chapter 4. In Chapter 5, I offer my cross-cases analysis related to current education conditions in Indonesia. In Chapter 6, I discuss the theme of critical thinking in Indonesian education.

My treatment of the data began with transcribing the interviews and adding detail from my notes. Then, I identified sections of the transcriptions that were meaningful, striking, unique, or important. I read the data several times to better understand what my participants were saying and to make sure I did not miss anything important. I observed my markings and began to label them with codes or themes. I did the same thing to all interview transcriptions. As I began to see similar themes, I generated a table to map my codes and their corresponding quotes. I include a sample of data map and a table of similarities and differences in Appendix B.

Ethical Issues

This study was protected by IRB requirements administered by a prominent research university in the United States. As a researcher, I complied with the IRB approval and I secured four amendments throughout the study to accommodate minor changes. Participation in this study was voluntary. As stated in the recruitment form, I assured that the participants knew that they could change their minds and terminate their participation at any time. I also underlined that this participation was safe and that anonymity would be maintained. See Appendix C for the IRB approval and Appendix D for the recruitment form.

My Researcher Identity

A blend of global and indigenous experience has shaped my identity. I was born and brought up in a Catholic Javanese rural peasant family situated between the kingdom town of Surakarta and Yogyakarta in Central Java. Java is the most populated island of the predominantly Muslim Indonesia, an archipelago nation of more than 17 thousand islands, more

than 300 ethnicities, and 442 regional languages (Kementerian Pendidikan dan Kebudayaan, n.d.). I am a native speaker of Javanese language and Indonesian, the national language. I learned English from my home country teachers, a German Jesuit priest, an American nun from Buffalo, N.Y., and some VSO interns from the U.S.A. I taught English at a multi-national (Japanese-American-Indonesia) gas liquefaction company in Aceh province in the northernmost part of Sumatra Island for one year. For 14 years, I was a teacher and director of the Language Center at Atma Jaya Yogyakarta University where we hosted English teachers who were fresh American B.A. graduates under the Princeton-in-Asia organization. Then I spent 6 years as a school administrator in a mining town of Tembagapura in the jungle island of Papua, where a giant global neoliberal gold mining company came face-to-face with the indigenous ethnicities of the Amungme in the high mountains and the Kamoro in the lowlands.

I became aware of my indigenous perspective as I recalled my work as a school administrator in Papua. My role was to support teachers and three principals of kindergarten, elementary, and middle schools serving the needs of the indigenous Amungme children as well as the children of the company employees who came from all over Indonesia. I was also the liaison for the collaboration between the national and international schools. My presence at the school was a part of the company's initiative to improve the educational quality of the national schools; the company needed to demonstrate its interest to provide the best education for the children of the employees.

In addition, my duty included the supervision of the *Tomawin Dorm* that housed 60 indigenous children from the neighboring Amungme villages in the mountains; the dorm consisted of two lower-class residential buildings that were converted to bedrooms and a dining hall; the dining hall also served as an assembly room and a study hall; there were no other

available spaces except one outdoor non-standard basketball court and a modest playground. It rained almost every day and children had no space for activities when it was wet outside.

The mining town was a highly political and socially sensitive context; there were privileges and injustices. From the perspective of the company operations, the privileges belonged to the expatriate employees over the national employees and also to nationally hired employees over locally hired employees. There was also the privilege of the core miner employees over all other supporting departments or companies. From development and local perspectives, the local ethnicities of Amungme and Kamoro had privileges over other Papuans; and those combined had privileges over non-Papuan employees. Ultimately, when stability and security mattered, the privilege belonged to the armed police and army. In addition, the dynamics of religious and ethnic groups cut across all these privileges; while Indonesia was predominantly Muslim, Papua Island was predominantly Christian.

From my perspective, the School Services Department was only a tiny support unit but a highly political one due to the many different interests. The school site had been a showcase of competing interests between the locals, the nationals, and expatriates together with the intersecting religions, ethnicities, and hierarchical positions. Things that happened in the mine and the town could quickly influence the schools. School issues could also quickly raise concerns among higher position employees. Privileges and injustice were evident at the school level. In general, the international school was the privileged group over the national schools. At the national schools alone, non-Papuan children had a privilege over Papuan and the local Amungme children. Living densely in the simple buildings of the Tomawin dorm, the Amungme students were the least privileged compared to their Papuan and non-Papuan peers, who lived with their parents in nicer apartments and houses.

The company policy of school placement was central to these privileges and injustices. The policy required all children of the expatriate employees to attend the international schools and all others attended the national schools. Moreover, the whole town was made to believe that the schooling for the expatriate children was and should be better than the one for the nationals. Budget and resources were nearly a 50-50 split between international and national school, which was seemingly fair. The town inhabitants, however, forgot that the international schools served only about 80 students while the national schools served about 800, including the underprivileged groups who lived in the dorm. Expatriate families came from western countries with more developed and resourceful education systems. Most parents brought with them additional learning resources for their children in the mining town. Similarly, national families like myself also brought resources to provide additional learning support at home. However, indigenous children in the Tomawin dorm could only rely on resources available at the dorm and at schools. Yet, my initiatives to expand the dorm and to provide more learning resources did not get support and approval from the mining company.

To address the injustice above, my goal was to improve the national schools and to upgrade the quality and capacity of the dorm for the Amungme children. To improve the national schools, I explored possibilities including benchmarking with and tapping ideas from the next-door international schools. The aim was to make the national schools comparable in quality to the international schools. Removing this quality gap would be a necessary ingredient to remove the stark school segregation. To improve the dorm, my plans were (a) to transform the dorm management and parenting, (b) to upgrade the quality by expanding spaces and adding facilities, and (c) to increase capacity in order to allow more Amungme children. Increasing the dorm

quality and capacity was crucial to accommodating larger numbers of underserved Amungme children from the neighboring villages.

In my search for improvement initiatives for the national schools, I was interested in the International Baccalaureate Organization Programs, *The Primary Years Program (IB-PYP)*, from the international school next door. The school was about to receive their accreditation when the New Zealand principal generously granted me access to the IB-PYP documents. He also allowed me to visit classes, meetings, and workshops. My understanding of IB-PYP quickly grew and I came to believe that this was the program initiative that I should use to improve the national schools.

IB-PYP was an inquiry-based (Dewey, 1938b) curriculum framework, which contrasted sharply with the banking model (Freire, 1970) of learning evident in the national schools. While parents and the company management easily accepted and supported the IB-PYP idea, there were various responses at the national schools. Junior teachers embraced the IB-PYP approach, but there was strong opposition from more senior teachers. Regardless of the opposition, teacher training and development of facilities took place in the subsequent years. New recruits replaced retired or terminated teachers. In this highly political community, each preparation for the IB-PYP implementation was accompanied by political turmoil among city inhabitants who sympathized with unhappy teachers. Similarly, there was also unrest from unhappy stakeholders alongside each improvement initiative for the Tomawin dorm. Nevertheless, we made progress.

Reflecting upon my practices at my Papua schools raised my awareness about the two sides of an action. The implementation of the IB-PYP in my previous schools had influenced pedagogy for critical thinking, continuous professional development, and improvement of facilities. However, the requirement of changes to put IB-PYP in place might have been a threat

for senior teachers and principals, especially those who had been key players in the previous achievement at schools. I began to wonder whether the imposition of IB-PYP might have shut off valuable ideas that could have been combined with ideas in the IB-PYP. Moreover, I also wanted to know more about how IB-PYP was implemented in other schools across the world.

Finally, I was aware that the implementation of a global curriculum such as the IB-PYP could potentially bring positive outcomes but possibly unintended consequences as well. For most teachers and administrators who are used to only teacher-centered and content-based pedagogy, IB-PYP provides eye-opening new inquiry pedagogies. The IB-PYP curriculum framework is a whole new different way of organizing learning outcomes. The development, implementation, and evaluation of unit of inquiries engage teachers in collaborative planning, collegial relationship, and continuous cycles of improvement. However, local constraints such as time, resources, and structural flexibility for job rotations, for example, might bring unintended consequences. IB-PYP implementation requires dynamic, flexible, open-minded, and willing-to-learn individual teachers. Teacher rotation is sometimes necessary to establish a stronger team of teachers. New recruits are more willing to experience changes and this creates discomfort and conflicts among tradition, unwilling-to-change individual teachers. Therefore, having known and advocated IB-PYP and having learned from what happened at my schools in Papua inspired me to learn more about educational improvement, reform and professional development, international policy, and global educational programs in my own country.

Research Context

Schooling in Indonesia consists of public and private schools with their varied levels of prestige and profit orientations. In general, for every prestigious public school, there was a prestigious private school of similar or better quality. Then, there are variations by location

where public or private schools have been more popular among the communities historically. Some *private schools* were established prior to independence. More were established during the first two decades after independence. The majority was established during the baby-boomer era from the 1970s to 1990s. In the last decade, as population plateaued, more and more private schools did not get sufficient enrollment and many closed down.

A more complete representation of the Indonesian Education system is presented in Table 2.1 *Indonesian Education System* on page 32. In the *public school* distribution, in major cities there are typically a few prestigious schools but the majority are average, sprinkled with some marginal schools. In smaller towns and rural areas, there are typically equal numbers of average and marginal public schools. In remote places, there were fewer average quality public schools with a majority of marginal schools.

In the *private school* distribution, in major cities the pattern is similar to public schools. The few prestigious schools are generally long-established schools associated with religious organizations. In smaller towns and rural areas, there are a few average quality private schools and the remaining are marginal. In remote areas, the conditions of private schools are usually better than public schools even though both are in a marginal category.

Another reality of Indonesian education is the presence of prestigious private schools for the children of rich families who could not or would not go to public schools. Until a few years ago, they organized themselves into the Association of the National Plus Schools (ANPS); ANPS now stands for the Association of National Private Schools. Prestigious private schools were a response to the domination and arrogance of prestigious public schools. These public schools admitted only a small percentage of top scorer students because they were constrained by limited capacity. They did not necessarily need good pedagogy or leadership since their top-achieving

students would propel forward on their own. All other students went to other remaining private and public schools.

CHAPTER 4

TEACHER STORIES

Teacher leaders share their professional expertise with other teachers in a variety of professional development venues. The following stories are three cases of workshop leaders with various titles such as workshop leaders, motivational speakers, trainers, and authors. First is a case of three workshop leaders, Emma, Tina, and Agus in an International Baccalaureate Primary Years Program (IB-PYP). The second is a case of two ex-IB-PYP workshop leaders, Katrina and Emilia, who no longer work in the IB School network but continue to lead workshops. I combine their narratives due to their similar contexts and experiences. The last is a case of a non-IB workshop leader, motivational speaker, workshop leader, and published author, Laurens, who teaches in a private non-IB school.

Case 1 – IB-PYP Workshop Leaders

In 1998, a new private school cluster for K-12 education, Primo Schools (PRIMO), opened in a new residential, upper socioeconomic status (SES) area in a large city. **Tina** was recruited among the first group of teachers. PRIMO aimed to become a well-known, national, private school. Therefore, PRIMO wanted to benchmark with other respected schools in Indonesia. In 2000, prominent private schools formed an Association of National Plus Schools (ANPS). The idea was for ANPS to provide collaboration and support for its members for quality development, accreditation, and collaboration. PRIMO was a member of the ANPS since its establishment. One member requirement was the inclusion of an international component in their school's curriculum. In 2003, PRIMO together with some other ANPS schools became interested in International Baccalaureate Organization (IBO) Programs; this is how IBO first came to Indonesia. Agus was recruited by PRIMO in 2003 and Emma in 2005.

Tina, Emma, and Agus were three International Baccalaureate Primary Years Program (IB-PYP) workshop leaders at the time of this research. They were working at Primo School (PRIMO) in a large city in Indonesia. Tina became a workshop leader in 2007 after joining the required IB-PYP training, followed by Agus in 2013 and Emma in 2014. Even though Emma joined only the most recent training, she was the first among the three to run an online workshop in 2015. Tina started an online workshop in 2017, while Agus did not do online work yet. In addition to giving IB-PYP workshops in other schools in Indonesia, they were also sent by the IB Office in Singapore to give workshops in Australia, India, Hong Kong, and China. While workshop appointments from the IB Office in Singapore are plenty, they could leave PRIMO only twice a year. The three of them gave workshops only to schools in the IB network. They did not have access or direct engagement with policy makers or practitioners in the public school system.

The Case of Tina

Tina's first job was teaching computer science in a 7-12 school. Her teaching style reflected the way she was educated, i.e., mostly content driven and teacher-centered. Her primary objective was for her students to succeed in the final test for grade promotion or end-of-school leaving examination.

Growing and becoming an IB educator. At PRIMO, Tina was among the pioneer teachers responsible for getting the IBO programs started. Tina decided the elementary school at PRIMO would implement the International Baccalaureate Primary Years Program (IB-PYP) for grades K-5; Indonesian primary school includes grades 1 to 6; grade 6 is dedicated for learning about the scopes of subjects for elementary school mandatory examination.

An eye-opening wow moment. For Tina, her first IB-PYP introductory workshop was an eye-opening moment. This was what Tina said about her introduction to IB-PYP. “I think that it’s a breakthrough, especially from the way I was raised and educated. I found it surprising. Just wow. This is actually how you see learning. So, I think that is what hooked me at the beginning.”

The contrast between her prior thoughts about education and IB-PYP was even more a surprise because she was a graduate from the Department of Informatics at a university in her home town. She never had training in pedagogy, classroom management, instructional design, nor development psychology. She had to learn how to teach from her own experience as a student at K-12 and college education. In addition, she got little mentoring from teacher colleagues when she was teaching at the middle and high schools prior coming to PRIMO.

Tina recalled this life-changing moment during the workshop when an American workshop leader introduced the IB-PYP and the IB philosophy.

She was very good in explaining what IB was. So, first it was about the IB mission statement, when you are learning that people might be different but they could also be right. So, that’s something I was not be familiar with while I was growing up, but I feel like, “Yes! That’s it! People should be able to say their own opinions and not be punished for that. They are saying their opinion in an appropriate way. [That’s] the philosophy in the learning itself.” So, I find the [IB] philosophy of education is that you are a lifelong learner, that you are not just learning for a test. But you are actually building up inquiry, the learning. The way you actually go about learning is not only reading a book or memorizing, but you’re actually trying to exercise your thinking, creativity. So, yeah. It’s a whole package.

Tina was born and grew up at the end of the Soeharto era when freedom of speech was restricted and obedience was the norm. Good students were those who would be polite and remain quiet during class hours. Asking questions, following orders, respecting teachers and following top-down classroom and school rules were the expectations for good students. Students were not supposed to say or think differently from their teachers. That was why for Tina it was a big revelation that people could be right while they have different opinions.

For Tina, lifelong learning was also a “mind-blowing idea,” something not “familiar.” Prior to her IB experience, Tina thought that learning was about preparing for tests; teaching was then focused on teaching-to-the-test strategy. Learning was aimed towards college admissions, end-of-school-unit examination, or grade promotion. She might have read somewhere sometime about the phrase “lifelong learning,” but she never considered it real until she encountered the IB philosophy.

Tina described how she had stagnated in her teaching job prior to learning about IB-PYP.

After some years of teaching computers in upper grades since 1998, I was getting stuck. It's just repeating routine year after year. Of course, you get different students but still it's the same thing that you do with them.

Obviously, Tina did not have the necessary training to become a teacher using progressive methods. Even graduates of teacher education programs in Indonesia were lacking what was needed to teach using progressive methods.

Moving ahead becoming an IB-PYP workshop leader. Even though Tina did not major in English or English Education, her English was better than most teachers at PRIMO. To most expatriate teachers, she was a fluent English speaker.

I like English so I think that's the first thing. I've never joined any English courses, I just like English, and I like songs. Some resources that I use when I was in college were in English so that was how I learned more about English. When I watched a movie, I used English subtitles so that's also how I learned English.

At PRIMO, there was a strong support for teachers to improve their English proficiency. English proficiency was central in the teachers' professional development and there was a significant recognition of English Proficiency in teachers' salaries. Teachers with significant increases were waived from taking classes the following semester. Even though standardized English Proficiency scores did not always reflect the actual communication ability, PRIMO highly valued the improvement of scores. For PRIMO management team, Tina was a good role model

in English proficiency development. “I just feel like I understand better. I make clarifications or paraphrases to others when necessary.”

When the principal at PRIMO was talking about the idea of promoting Indonesian teachers to take ownership of teacher professional development, Tina was among the candidates that the principal had in mind. This was how Tina remembered that opportunity.

She was the second principal, and she was the one who actually offered the idea of exploring IB. She thought that was not enough for the expatriates to be doing all the learning. She wanted the local teachers to take ownership of their learning. The program would be stronger if the national or local teachers took ownership and I agreed.

Tina’s leadership spirit grew stronger when she applied to become a grade level coordinator. PRIMO had more than one parallel class per grade level. When there was an opening for a team leader, she challenged herself to get to the leadership position.

This meant to me an opportunity to work with more people. Not just with the students and teachers, but also with other people in higher levels of the hierarchy. [When] there was an opening for vice principal, I applied for a vice principal position.

The year 2007 was a great time for Tina. PRIMO finally decided to send one teacher for the International Baccalaureate Educator Network (IBEN) training in Chiang Mai, Thailand. She was the vice principal and closely mentored by the principal. While the information for going to the IBEN training was out there for everyone to access, only Tina applied.

Tina: I applied and give proposal to the school leaders. I would like to be the workshop leader. Then, they sent me to a workshop leader training, so that was in 2007.

Q: I think it’s unique that you were the only one applying and then finally the road was there for you. So, what was it like?

Tina: I don’t know, maybe because I was the vice principal, but I had lots of discussions with the principal at that time about whether I should take the next step in the IB community. One reason [for my being chosen] was because of the level of English as the training was fully in English.

The timing was perfect for Tina to finally have the opportunity to become a Workshop Leader,

which was a senior global educator position for the International Baccalaureate Primary Years Program (IB-PYP). At the global professional development workshops, such as the IBEN training in Chiang Mai, Thailand, English language proficiency was important. While other teachers were probably interested, none of them had the requisite English level. The training would be beneficial for Tina herself to grow as a leader and also for the school.

Inspiring role models. In her journey, Tina had been influenced by many of the more senior colleagues at PRIMO. Tina looked up to educators who had become IB-PYP workshop leaders before her.

[For me] [It] was a bit longer route. I had thought about it for a couple years because we did have local teachers who were workshop leaders before me and I learned a lot from them as well. Like the way they discuss the program, the way they teach, the way they share their knowledge and opportunities offered to them to be able to work with other people as well, not just in the same community. So, it's just a chance for me to learn that. A few coordinators at that time were workshop leaders including the first Indonesian workshop leader I think. So it was quite inspiring. When we had this IB conference, you could see all the workshop leaders presenting, and she was the only Indonesian workshop leader and it was like, wow, that was cool.

IBEN training: A view from different perspective. Joining the IBEN (IB Educator Network) training for Tina was a life changing moment. She had known IB Primary Years Program for about 4 years before the training. She was exposed to many documents, trainings, mentoring, and online resources. She had first-hand experience mapping curriculum, working on the scope and sequences, developing document planning for each units of inquiry (UOI), and reviewing the school's program of inquiry (POI). As a grade level team coordinator and vice principal, she had collaborated with teachers, mentored new teachers, and discussed problems with the principal and other school leaders. In short, she knew quite a bit about what it took for a school to implement the IB-PYP framework. However, the IBEN training gave her a new perspective.

The Training prepares participants to become IB workshop leaders but also a school visit team member. After the training, now I can see the whole connection of all these documents and how to use them. All the information--knowledge, basic general information--is in the documents. I can make a better connection and I found a deeper meaning in the IB framework, especially after you've experienced it yourself.

Becoming an IB-PYP workshop leader. After joining the IBEN training and after leading some workshops, Tina understood better the educational psychology behind the planning, especially the differences about child and adult ways of learning. She realized how running a workshop was different from teaching a class in an elementary school. Running a workshop was a new agenda for Tina. She was pleased to find that IB provided roadmaps for new workshop leaders but also allowed some flexibility.

So, the workshop leaders have these guidelines like the basic knowledge that has to be covered. Then there is a sample planner like how the workshop can be run but I'm free to do how I want to do it. I can use books, I can use manipulatives, I can arrange so that the workshop will suit your order of thinking, and sometimes there is a need of change of plans.

Challenges. After a series of workshop, Tina also understood better the challenge of supporting schools to implement IB-PYP worldwide. On one hand, the curriculum framework was intended to be a generalizable approach. IB philosophy promoted open thinking and global citizenship. On the other hand, IB had to make sure that each IB school would follow a particular roadmap, a set of procedures, and a checklist to successfully implement the IB programs.

IB is an institution and it has to address differences in different nations such as in Indonesia, in India, and in the U.S. They try to come up with this global platform. But they also need to make sure that these IB schools are following the standards and procedures. For instance, the use of the planner. Everyone who's been in IB knows what the planner is. It is a standard form to be used for effective planning.

As a workshop leader, Tina realized that her core duties were to assist the school and help workshop participants to understand the IB-PYP curriculum framework and make the framework happen at schools. Good workshop leaders needed to customize the guidelines to make them

relevant for each school and for schools in different countries when they led workshops outside of Indonesia.

The idea of continuous growth was also getting clearer for Tina as she worked as a workshop leader. She understood how IB-PYP was actually a comprehensive educational program, but was open to different interpretations of IB ideas.

One thing about IB is that it never stays the same. Which is interesting. The IB has ten learner profiles; one of the learner profiles is *risk taker*. When IB started to spread throughout Asia it started using the term *risk taker*. Being a risk taker, what does it mean? Like it could be seen as “*kurang ajar*” (naughty). We gave feedback to IB, and the term *risk taker* is now defined as *courageous*

Tensions. In getting schools ready for IB implementation, Tina often came across situations that created tensions. The above example was a tension resulting from a western idea colliding with a local Asian culture. The two cultures had their own perspectives, e.g., about the meaning of *risk taking*. In this case, a direct word-to-word translation of “risk taker” into “*pengambil resiko*” in Indonesian was not the best way to introduce this student profile. There needed to be a way of translating the concept if the purpose was to preserve the intended meaning.

Tina: So, another IB idea says that when you make a choice you have to live with the consequence.

Q: Is that the idea of risk taking that you’re talking about and which you probably don’t see it that way

Tina: Yeah, we don’t see it that way but this is an interesting discussion in itself This discussion enables us to learn and appreciate the perspective of others.

Tina also experienced a tension with her school about time release. She thought that she deserved more than twice a year to leave school to give workshops. She expected that PRIMO’s leaders to understand that facilitating workshops was beneficial for her and PRIMO. However, she was aware that the leaders thought differently.

Expensive education program. From Tina's perspective as an Indonesian educator who had become a workshop leader, the cost for implementing IB-PYP was strikingly high. On one side, Tina saw the many things done by IB, including conferences, workshops, research, and development of documents. On the other side, the charges that schools had to pay the International Baccalaureate Organizations (IBO) and other expenses to send teachers for workshops and conferences were high. The result was that only children from rich families could send their children to IB Schools.

It's quite expensive. [For IB to be an] inclusive education it's probably very hard... Imagine how much it costs to attend trainings, seminars, conferences, and [to have] best practitioners come together. They invited Lynn Erickson, [to talk about] the concept-based curriculum

The IBO also provided schools with an Online Curriculum Center (OCC). IB educators from all over the world collaborated to share ideas, documents, problems, success, and solutions. There was also a forum for chatting and discussions. IBO expected that teachers from both candidate schools and accredited IB-PYP schools would use this forum and the online resources. In reality, not all teachers visited the OCC or used it effectively. Tina was imagining how a continuous consultant might help to solve this problem.

I think continuous consultation would be good. They do have a forum where people actually ask questions but it's very limited. They are now reworking their OCC. We have forums there but still people don't go there.

Learning and sharing. Tina described her ten years of becoming a workshop leader as a journey of a lifelong learner. She offered her first workshop outside her own school in 2008. She has given workshops in many places including Sumatra, Papua, Jakarta, Surabaya, Hong Kong, Shanghai, and Sydney. She described her experience in Shanghai.

Tina: I think it was in Shanghai when I was a co-facilitator at the workshop. It was about the role of math in PYP. The other facilitator was considered the math "guru" in the IB World. So, I got to learn a lot from her. The participants were local teachers and

expatriates who just learned about the IB. It was supposed to be a category-3 workshop about the philosophy of mathematics and how it changes. Because it's an IB workshop, I have to use IB terminologies. Because my participants were brand new (to IB), we had to review some of the IB terminologies so that the workshop would make sense for them.

Q: About the workshop in Shanghai, in what way it was a learning experience? Can you describe more about that?

Tina: Working with someone who knows a lot about the philosophy. Hearing stories about how math was supposed to be in the PYP. Learning how she modeled the workshop on the role of Math in PYP. So, I got to learn a lot from observing the way she led the workshop, observing the way she initiated group discussions, and more.

Tina also participated in an annual sharing conference at her home school for educators from non-IB schools. She thought that it was important to share ideas with other teachers in public and private schools. When sharing with teachers from non-IB schools, Tina tried to avoid specific IB terminology.

I cannot use materials from IB [but from] an open source. I can't use the work "learner profile" for example. But I could say "attribute of a student or attribute of a learner." I do not use IB terminologies. I make it more general.

Dream. Tina enjoyed what she was currently doing. She was a senior teacher in a prestigious IB school. She had a schedule that balanced her family and her profession. She loved her hometown but she also enjoyed the global engagement. Tina had no intention of leaving her hometown but she was also open to future possibilities.

[I like having] a bigger network of educators ... it [connections] helps education in Indonesia ... The easiest plan is to stay here in town while I can still work globally. ... If I have to move out from this city, it has to be to another country, not in Indonesia. I am co-facilitating an online workshop and my co-facilitator lives in Texas. And it's quite awesome. Wow, I am working with another person in another continent.

Looking back 20 years, Tina felt lucky that she joined PRIMO as a teacher and felt she had the opportunity to continue learning through her experiences as a workshop leader.

The Case of Agus

In 2003, Agus had not yet finished his teaching degree in English Education at a teacher college in his hometown when he got an offer to become a teacher at PRIMO. He had been an intern for 6 months at the school. As a newly accredited IB School, PRIMO wanted to have young teachers with good English communication skills. Being a senior at a prominent English Department in the City, Agus possessed good English communication skills. PRIMO hired Agus and allowed him to finish his degree during his first year of being a junior teacher.

From double beginner to an asset for PRIMO. As a national plus school, PRIMO had been progressing well implementing what was called the thematic approach to the national curriculum. The term thematic curriculum was unfamiliar to Agus who had only experienced traditional schooling. Even the college education in a prestigious English department had only prepared him to be a traditional teacher.

My teachers helped me to speak English fluently, but did not help me with pedagogy. I think for methods and approaches, they were still using other [more traditional] ways. I felt the same as other people [in PRIMO]. A bit confused at first, but after 2 years I really enjoy my teaching. You don't learn by the book but you learn by experience and by doing it. You learn from the environment around you.

Agus was a double beginner at PRIMO, new to teaching and new to IB-PYP. However, he did not quit and with a lot of support enjoyed working in this IB school. He was a teacher who actively participated. He was there during the candidacy period and learned a lot in the process. He became a grade level coordinator and, six years after the IB-PYP authorization in 2011, he was one of the assistant principals.

Success on IBEN training. When there was an opportunity to join the IB Educator Network (IBEN) training, he submitted an application including all the recommendation letters but he got rejected. He re-submitted an application the next year and was finally admitted the

IBEN training in Bali in 2014. He recalled that it was a very strong recommendation from his principal that gave him a face-to-face interview with the IBEN training coordinator. His principal had been a workshop leader for several years already and that gave her better access to the IB people at the Singapore Headquarter office.

My trainer said that she trusted my principal and she would like to see how I performed at the training. In my own self-assessment, I was not good at public speaking. As a trainer and a workshop leader, I felt I needed to have good public speaking skills. But she gave feedback that “you don’t have to be good at public speaking, as long as you know what your dream is, as long as you know what you are talking about.” Talking about my best practices and my best experiences gave me a confidence.

As a result of the Bali IBEN training, he became an official workshop leader. He started with small steps that made him more and more confident in leading workshops. He felt confident when talking about his own successful practices, but he also described what he did after making mistakes. He learned a lot from workshops he led in other countries.

I was nervous when I was sent to Australia. I heard that Australians were not as easy to work with as other workshop participants. But I was lucky that the participants at the school that I visited did not give me a hard time. That visit helped me learn about Australian concept-based curriculum. I learned a lot from my trips to other schools.

Another starting point. As a workshop leader, Agus had more opportunities to learn. He did not see the relevance of what he learned at his teacher college. There was a disconnect between his previous training and his professional development growth as a workshop leader. He described his experiences as “Another starting point. This is another journey and I felt so lucky to have this experience, like an opportunity to learn again basically.”

For Agus, the IBEN training gave him personal capital. While other participants might have gained general benefits from the training, Agus personalized his training and it touched his inner development as well as continued his learning about IB-PYP.

Actually, it was not the training itself. It was more about personal development and a community of lifelong learners. Meeting the right people allowed me to make sense of

my past ten years working with the IB-PYP program. In addition to consultation and school visits by IB educators, experiencing the program was a big deal. I understood IB-PYP better after four or five years. Few people got it sooner than that.

Growing and sharing. Agus started giving his first workshops at PRIMO when he collaborated with his more senior colleague. Then he got workshop assignments in several other schools in Indonesia. Later he had led several workshops outside Indonesia.

While being a member of the IB Educator Network, a person can be a workshop leader, school visit leader, or school consultant. Agus was trained to become a workshop leader only. He would need further training to become a school visit team member, then he could apply to become a school consultant for a candidacy school.

Becoming a workshop leader allowed Agus to see the big picture of the IB philosophy. He was able to break out of the vicious cycle of memory-based, content-based, and exam-based pedagogy.

When we think about IB curriculum, we think about holistic learning. We're not only thinking about knowledge. We're not thinking only about facts and contents. We're not thinking only about subject specific skills. Instead, we think about concepts, conceptual understanding, and how to help students understand, in contrast to just knowing or remembering. And then, we also actually give students a chance to develop their skills—learning skills, to develop their habits of learning.

Assessment was another contrast between Indonesian education and the IB-PYP program. He recalled that throughout his education from PK-12 to college, he was assessed mostly by written tests. In contrast, IB programs used different assessment strategies, allowing students to explore their understandings through presentation, demonstration, actions, and/or reflections.

Agus also pointed out the importance of flexibility in the IB program. IB-PYP used a curriculum framework allowing multiple interpretations and various approaches in the implementation. Unlike the uniformity and conformity in the national Indonesian curriculum, IB-

PYP provided tools and allowed flexibility for teachers and schools. Agus said, “There is no best way; there is not just one right way.”

The thinking guidelines in the IB-PYP allowed creative interpretation of the learning units. The IB Planner provided both platforms and spaces for creativity. This enabled Indonesian schools to implement IB-PYP while also achieving the objectives in the national curriculum.

Challenges. One challenge for Agus while leading workshops and managing teacher interactions was Indonesian teachers’ resistance to multiple perspectives. One example was how teachers from non-IB background would ask why they should create tasks when the description of tasks traditionally came after students’ learning. “We argue [with them] to help them see another perspective or to come to an agreement” that there are various ways to approach the development of curriculum and activities.

Agus described how the IB planner documents allowed for continuous improvement through cycles of evaluation by teachers. “We often have to change things to make the planner work.” This was something unimaginable in the Indonesian structured curriculum. Most Indonesian parents and other stakeholders only cared about test scores and graduation percentages, whereas, IB programs valued process and evaluation for continuous improvement. It was common in IB cycles to change things to make the planner work. Things that did not work in the first round would be subject to revisions. “*IB menyebutkan memang tidak ada yang salah untuk merubah-rubah cara kerjanya, cara kerja planner.* (IB mentions that there is nothing wrong to change the planner to make it work.)”

Tension. Agus also had a tension with his school about time release: it only allowed two time releases each academic year to give workshops. He thought that there needed to be some flexibility in the number of times workshop leaders could be released to do workshops.

The Case of Emma

In 2005, Emma was a 20-year-old student teacher and was hired as an hourly part-timer to replace a teacher who was taking her maternity leave at PRIMO. The following year, she was hired as a full-time contract teacher and finally a tenured teacher in the same year. In 2015, she was a senior teacher and completed her training to become an IB-PYP workshop leader. The following is the story of her professional development journey.

As soon as PRIMO Elementary School was an IB-PYP Authorized World School, there were lots of training opportunities for Emma and the schoolwide staff. That was how Emma was introduced to the IB-PYP program. This is how Emma recalled how she joined PRIMO.

When I was a student teacher, well, I was quite lucky because my university at that time provided several sample schools for me to choose from and I selected this school for my teaching practices. Other schools only implemented the national curriculum at that time, and this school was the first school applying for IB.

For a student teacher like Emma, IB-PYP education was very different from her own schooling. She was raised and educated in a typical Indonesian school. She was assessed by how well she recalled information.

Well, as a product of the old education, I think teaching and learning did not really run that well. Most of the time, it was just so boring, like sitting for a long time, listening to the teachers, making notes, and then finally waiting for them to give you a test. I mean it. It was so boring; I was thinking that there should be a better way of learning.

For Emma, the IB-PYP was a better way. The novelty of these new educational ideas intrigued her. “Wow. there is something new for me. I never really know that education could be like this.”

Emma described further her “wow” moment in a picturesque description contrasting her own education in Indonesian public schools.

The kids could engage well with the lesson, they were very active. No one was feeling like, you know, filling a worksheet. No. I could see that the kids were very happy in the

lesson, you know, we could see they really enjoyed the lesson. The teachers were very creative. At that time, wow, the teachers here were very creative. They could make this and that. The activities were so various. It was just totally different from the education that I got in the past.

Becoming an IB-PYP workshop leader. It took Emma nine years from the first time she learned about IB to apply for the IBEN training in 2014 and she went to the training in July 2015. She felt she had reached a learning curve plateau until she found the challenge to become a workshop leader. In addition, there was also a combination of factors that finally pushed her toward this new role.

Emma: I think it's part of my personality. I always have a target in my life and I cannot just be a regular teacher at this school for a long time. I really love to share things and I love to have a target in my life and I think being a teacher here is not enough.

Q: Did your school send you to the IBEN training in Bali?

Emma: My school never sent me. I applied by myself. I needed to find two people to give me references. Then, I had to fill in the form about personal data, my motivation, and my experience in IB school.

Taking this individual application approach is unusual. In most cases, attending IBEN training was a top-down initiative. School administrators, other workshop leaders, or people at the IB Singapore headquarter office would identify potential candidates. This was not the case with Emma; she was the one who took the initiative. She was eager to engage in the network and learned a lot from her IBEN training in Bali.

Number one, I learned a lot, especially about dealing with other people. If you become an IB workshop leader, you will be sent to different areas, different countries. I know more about different cultures because in one or two sections during the training, they talked about different cultures, so that I wouldn't be shocked when I went to a new country and I met participants from different backgrounds. Second, I know more about how IBO runs this business, knowing more about the standards and practices, knowing more about what this organization is like. There are so many things, like the recruitment process, key people in the IB offices, and IB partnerships with government, and with many different international organizations, as well. Now I feel that I know a little bit more about IB.

The training motivated her more to pursue even more opportunities.

There are actually some other positions that they offer in their network. I really want to do more things and, honestly speaking, I also want to run IB online workshops. Beside becoming an IB workshop leader and visiting member, I am also an IB online workshop facilitator. My two friends are not doing this.

Emma had a burning passion to engage in the work of IB worldwide. Being an online workshop facilitator was challenging but she learned a lot from doing it.

The IB online workshop is very different from the IB face-to-face workshop. This workshop is set for a month. OK. It has usually four modules. Each module will have like 3 to 4 activities. The good thing about this IB online course is that it's for any IB teacher around the world. Sometimes my participants are from Africa, America, and from Europe. But with a face-to-face workshop I could only go to Asia Pacific.

Emma expected to continue her engagement.

So, I was trusted to lead a workshop related with *Making the IB-PYP Happen*, and the other one was *Introduction to the IB-PYP Curriculum*. So, full workshops but two different topics. I wish that in the future I could do more with IB because so far, I am quite happy with what IB has done. One good thing is IB always reviews its own curriculum. It never stops researching, reviewing, and challenging their own belief. This is something really good. I mean, I know that there are so many other curricula around the world, but I think IB is still one of the best so far because of the research and the commitment they have shown in developing an education program.

Challenges. For Emma, facilitating an online workshop was challenging in its own way.

The meeting was asynchronous. Participants got online at their own free time. Supports by facilitators were provided on an accessible platform but also by request as needed. This would require a structured schedule of being online and responding to the needs of participants.

The challenge of doing an online workshop is primarily not because of their different country background. It's more about their understanding and Information Technology literacy. Several people have issues with capabilities. For example, they need usernames and passwords. They did not know how to use them. I tried their username and password and it worked but they kept saying it did not work and I had to show them again and again how to use them.

Another challenge is personal issues. One participant was in an accident. Some just disappeared. Another participant was emotional because his wife had just left him. Online workshops are interesting. With African participants, I could not tell if a name was a he or a she. I addressed the participant with "he," but in fact, she was a female.

Tensions. Emma's tension was not with IB Office in Singapore or the client schools where she gave workshops. She had a difficult time dealing with her own school in allowing release time for her to do workshops and school consultancies.

Emma: OK, so this year I got six invitations but I could only accept three. The reason why? Because this school doesn't allow me to do more than that. Those three were two workshops and one visit. So, I just did a visit last month, October.

Q: Do you wish that you would have more flexibility to do more workshops?

Emma: From the school? Definitely, yes. Because I know that some other IB schools in Indonesia, especially in Jakarta, they allow teachers to go more than two times in a year, like four times in a year. Some others could have like six times in a year but this school only that [two].

Emma thought that her school only allowed two release times because the administration felt that dedication to their school should come first. In talking with the school operation manager, he indicated that their workshop leaders, Emma included, were not as committed to the school as they were before they became workshop leaders.

Emma was teaching research skills at this time. Her workspace was the library. Because of her role, different groups of students came to her in the library for their research projects. Her main duty was assisting students to explore resources for their projects. She introduced research skills and then at the end of the class, they shared their findings or answered questions. To schedule these sessions, Emma collaborated with classroom teachers to set up schedules that would avoid conflicts and maintained flexibility.

Anyway, at the moment, my position here is an information leadership coordinator. And my teaching time is very flexible. I could actually go six times in a year, but this school still doesn't allow me. So, I think, the issue is not about scheduling. That's why I take the online workshop facilitation as I can do it by myself. I can do it at home, right?

Emma and IB-PYP workshops were like a knife and a pineapple. In tropical countries like Indonesia, people peel off pineapple at only enough thickness to allow efficient removal of

the pineapple seeds by crafting parallel diagonal grooves over the skin in order to minimize losing the meat of the pineapple. A knife had to be sharp enough to be able to peel and carve the groove around the pineapple. A combination of fiber and juice keep the blade of the knife sharp. Cutting through the grooves of the pineapple meat is an act that simultaneously sharpens the blade and cuts the pineapple. Fibers and the juice rub the blades of the knife like a fine grinding stone. Like peeling a pineapple, for Emma, doing workshop facilitation was also sharpening her skills and growing. As she was helping other schools, she was learning more about the challenges of getting schools ready for IB accreditation. She also learned about how other schools solve problems. This learning experience would also be shared with colleagues at her own school. She saw it as a reciprocal activity.

These school visit experiences really help me to understand that there are so many ways of doing things. Every school has their own weaknesses but at the same time there is something great in their school. It's a good thing, you know, you go there, you learn things for free and also earn money. So, it's just great.

Support for teacher development. For Emma, successful implementation of IB-PYP was not the sole responsibility of school leaders. It took a whole school effort to make a particular curriculum framework happen. IB ideas and planners needed to be adjusted to local conditions of each school, resources, the influences of cultures, and more importantly the willingness and the engagement of teachers. IB supports came into the school in the form of workshops, consultancies, and online supports. In doing so, each school would take its own route and path to address their own challenges.

Emma became more and more convinced that every school was unique. Each workshop had to accommodate the school's contexts. There were challenges, but also new learning experiences. However, to expect that all IB schools would deliver the same quality of education to their students was naïve.

For example, in school X, the curriculum is okay, but the resources were not available, including capable and committed teachers. Within the IB school, you need to know more in order to implement the program. IB has huge flexibilities allowing different results in different places. This makes me think that the IB framework may not work in the same way in every country. I think IB curriculum provides too much freedom for us to develop the program. Unless they understand the core ideas well, teachers can easily get lost in the inquiry.

Emma became aware of the importance of professional development in the successful implementation of the IB-PYP. It provided the curriculum framework but each school had the freedom to fill in the framework. For reference, IB also provides a model for the curriculum. In Indonesian context, ideally IB schools would begin by mapping the national curriculum. Then, the scope and sequence of the curriculum would be attached to the IB-PYP curriculum framework to build the clusters of lessons called the Unit of Inquiry (UOI). The UOIs at each grade level would merge to become the whole school Program of Inquiry. The IB operation at the elementary school level dealt with this development in the implementation of the Program of Inquiry by the teachers chaired by the IB coordinator and supervised by the principal. The IBO organization supported the school with workshop leaders and school consultants, in addition to the Online Curriculum Center (OCC). For Emma, that support was not enough.

To me, IB is a good international program. But they need to provide continuity of support for schools. They have workshops and school visits. Is there another way to support schools such as a teacher exchange? So far there is not such an exchange. As a world organization, IB is in a good position to facilitate or organize teacher exchange initiatives. For example, the IB Asia Pacific regional office could try to establish teacher exchange programs instead of just conferences. Conferences are only one-way transfer of knowledge; there is only a limited exchange of experience. If you are not a workshop leader or school visit member, your school will not see how other schools implement the program.

Even though Emma had only been a workshop leader for two years, she had visited and done workshops in more than five schools. These trips made her think a lot about how IB supports inquiry-learning models. She reflected on how teachers in non-IB schools did inquiries.

There are inquiry models from Canada and New Zealand curriculum. In the Canadian curriculum, individual teachers plan their lessons separately and there was no grade level collaboration. The problem here is that the result will vary across teachers [and grade levels]. In contrast, IB-PYP enables collaborations among grade level teachers and school wide teams. The annual Program of Inquiry evaluation and revision become a collaborative learning space for all teachers at each school level. Together they learn from successful and less-successful units of learning.

Capable teachers are at the heart of learning. Every successful school needs capable teachers. Literatures on school reform provide plenty of evidence where successful school improvement programs support the improved capabilities of their teaching force (Hargreaves & Shirley, 2012; Linda Darling-Hammond, 2006, 2010; Sahlberg, 2011). Emma was aware that at the heart of her responsibilities as a workshop leader was to assist teachers in improving their teaching capabilities.

There are two components of teacher competences: content knowledge and pedagogical knowledge. Teachers need a combination of both to be successful. Teachers with good content knowledge do not necessarily teach well. There are teachers with good pedagogical knowledge, but limited content knowledge. For me, a good teacher is a good learner; they have to continue learning. If they feel that they are lacking in content, they should search for books and Internet resources. For pedagogical knowledge, there are teacher resources in the library. Teachers need to be inquirers themselves.

Emma argues that a good teacher is a good learner; she or he would also need to continue learning. She believed that leading a workshop was also a learning space, especially running IB workshops in Indonesian schools and in new candidacy schools in other countries.

High cost education. For Emma, if there was one thing that needed to change, it was the cost of IB schools. Emma realized that IB school operations were expensive.

Emma: I wish that IB would not be so expensive. IB is a good curriculum program. If the purpose is to reach many schools or students, then, the cost should not be that expensive. So far, all IB schools are prestigious school. They are expensive and only blessed lucky children can go to IB schools, except students in some of the public schools in some countries.

Q: What makes IB school expensive?

Emma: They are selling their brand. This is like my family experience of selling products. We pay one dollar to get coffee in a fast food, but we pay a lot more at Starbucks. So far I think IB is an education business. So, the purpose is business. But one good thing is that even though they charge a high cost, they conduct a lot of research as well. I also see the progress made by IB. They are willing to do more. They have expert groups for continuous improvement. They conduct research at schools. They also probably have high operating costs. They have to maintain servers and a lot more.

Emma thinks critically about the cost of an IB education. She recognizes that only privileged children are able to attend the schools because of the costs. However, she also acknowledged that the services they provide to make IB programs successful are also expensive. If we take the reform literature seriously, continuous professional development support for reform programs requires this kind of a support system (Darling-Hammond, Hyler, and Gardner, 2017), yet providing this support is expensive. The result is that these programs are only available to the privileged few.

Case 2 – Ex IB Workshop Leaders: Katrina and Emilia

Katrina was a senior, lower-grade teacher in a private national elementary school sponsored by a non-religious organization in a suburb of a big city in Indonesia. **Emilia** was a principal in an urban, national-plus school, offering the national curriculum enriched with an added component of international curriculum, sponsored by a non-religious organization in the same big city. Both Katrina and Emilia shared similar professional journeys. They met each other and became best friends at Nusantara School (NUSANTARA), another national plus school, when they were junior teachers. They both learned a lot from and with other expatriate teachers and NUSANTARA became an authorized International Baccalaureate Primary Years Program (IB-PYP) school. As they learned new skills, they were eager to share with other teachers; they often gave workshops to teachers in other public and private schools. They were both senior teachers already when they moved to another IB-PYP school, The Gemstones Park

School (GEMS). At GEMS, they both had opportunities to be sent to trainings to become workshop leaders for the IB-PYP. Since then, in addition to teaching full time at GEMS, they gave workshops within the IB-School networks and in non-IB school settings. After leaving GEMS, they both continued giving workshop in non-IB school settings on top of their full-time employment at their respective schools. They thought that more Indonesian students should have IB-like education. By helping teachers to increase their professional capacity, they hoped to help improve the quality of education for more children.

The Case of Katrina and Emilia

In 1999, Katrina and Emilia were two junior teachers in an Indonesian prestigious private school, Nusantara (NUSANTARA), a school for children of high socioeconomic status (SES) families in large city in Indonesia. **Katrina** was a lower grade teacher at NUSANTARA. She had graduated from a public teacher college institution in a large city, outside of Java Island. After a few years of teaching experience and because of her intermediate English proficiency, she finally got a teaching position at NUSANTARA. At the same time **Emilia** was an upper grade science teacher at NUSANTARA. She was a graduate a prestigious public teacher college institution on Java Island. She tutored private groups and taught in another school before finally getting a teaching position at NUSANTARA. Again, sufficient English proficiency was a mandatory requirement to teach at NUSANTARA.

Junior teachers in high SES school. Being new teachers in a typical national plus schools, Katrina and Emilia found themselves initially overwhelmed with the education system at NUSANTARA. Both were educated in typical Indonesian teacher college programs to teach the national curriculum. Suddenly, they had to cope with new education beliefs, approaches, strategies, learning models, classroom management, learning atmospheres, and facilities that

were being introduced by expatriate principals and teachers from Europe, North Americas, Australia, and New Zealand.

Katrina and Emilia were aware that they had a lot to learn and they remained positive. They worked hard under supervision and mentorship of expatriate teachers. They asked a lot of questions and improved their English from daily collaborations and interactions with English native speakers around them. Katrina and Emilia set themselves up as role models for other Indonesian teachers in being open minded and willing to learn. They were always eager to collaborate and took the initiative to lead group projects and discussions within their grade level collaborations and school-wide meetings.

Getting to know IB-PYP. NUSANTARA was one of the pioneer schools in Indonesia to apply for candidacy and implement IB programs. The school's candidacy period and teachers' trainings for the IB-PYP began in 2003. The IB-PYP program was new to all teachers, expatriate and Indonesian teachers alike. Katrina and Emilia gained confidence in learning the new IB-PYP curriculum framework since it was new to everyone. After two years of preparation, tedious work and teacher trainings, in 2005, NUSANTARA was authorized as an IB-Primary Years Program (IB-PYP) world school.

Like all other teachers at NUSANTARA, Katrina and Emilia initially struggled to understand the IB-PYP curriculum framework and to implement the ideas in their classrooms. It was an exploration of inventing ideas and models that worked for a particular classroom atmosphere with different learner characteristics.

Katrina: We did not know, but at least we tried. Then each year we had in-school workshops. We became more knowledgeable and kept questioning if this was right or wrong. In the end, we knew there was no right or wrong. We just needed to adjust and kept improving.

Being open-minded and willing to learn, Katrina and Emilia were inspired and influenced by IB workshops. For both of them, the workshops were eye-opening moments. They came to realize that learning could be fun and meaningful. The workshop leaders were not lecturing or just transferring knowledge. They showed participants doable concepts and workable ideas.

Katrina: There was an IB introduction workshop. We attended the workshop. It looked great. The workshop was inspiring. We did not just sit; we did something. We were not expected to implement anything, but we wanted to try in class many things we learned.

Inspired by the workshops and workshops leaders. With the International Baccalaureate Organization (IBO) support, Katrina and Emilia organized a teacher task force for school relief programs for areas affected by natural disasters. This task force sent out teacher trainers to support and motivate teachers affected by disasters.

After the disaster relief teacher task force, Katrina and Emilia continued to conduct trainings for teachers in nearby urban areas. Together with another teacher trainers, they formed a think tank group for teacher professional development. They worked together with several organizations in the city to provide training for public and private school teachers.

More experience IB educators. The primary school principal at NUSANTARA, William Bernard, noticed the hard work and the achievement of Katrina and Emilia during the early years of their teaching career, during the IB-PYP preparation for accreditation, and then their outreach trainings. Their initiatives and dedication to professional development were noticed by Indonesian and expatriate teachers. The IB coordinator, Sally Jones, and principal Barnard at NUSANTARA agreed to promote both Katrina and Emilia to be grade level teacher coordinators and to be sent as candidates to the training of trainers (TOT) workshop in Chiang Mai, Thailand.

However, the leadership atmosphere changed at NUSANTARA. The principal William Barnard and IB coordinator Sally Jones had agreed to accept the offer of a position in a newly established school in the city, the Gemstones Park School (GEMS). William and Sally decided to take Katrina and Emilia and a couple other expatriate teachers with them.

It was spring of 2007, Team 6 (William, Sally, Katrina, Emilia, and two other expatriates) continued working hard for NUSANTARA during the day and they worked even harder in the evening to prepare for their departure. They were migrating as a group but they kept their dedication to work for NUSANTARA until the end of the academic year.

Katrina: Key people nya semua pindah dari NUSANTARA ke GEMS. Saya, Emilia, satu rekan guru Indonesia, PYP coordinator, the Principal. Si principal nya tahu siapa yang running sekolah, jadi semua yang running ini diambil biar dia gak pusing. ketika di sana, dia gak perlu banyak ngomong. bahkan kita awal-awal kita belum kerja, kita sudah bikin program transdisciplinary program nya kita bikin duluan di Global jaya. Program of inquiry kita sudah buat. Paginya kita kerja biasa, malam kita kotak-katik itu.
(All the key people moved from NUSANTARA to GEMS School including myself, Emilia, another Indonesian colleague, PYP coordinator, and the principal. The principal knew who ran the school. He took with him all of these people. Even before we started working, we had the curriculum documents ready. We worked at NUSANTARA in the morning, and in the evening we worked on the IB documents for the new school.)

Being aware of their departure to another school, Katrina and Emilia never finalized their plan for the TOT Training in Chiang Mai. They focused on their preparation to move to GEMS. They believed that they would have the chance to do the training at the new school. They did not want to push their luck to join the professional development under NUSANTARA but then leave the school.

Katrina: Harusnya dari 2008 sudah pergi yah.
(We should have gone for Workshop Leaders Training in 2008.)

Emilia: Integrity ya. Kita terlalu IB inside, our mind and heart. Kita gak bisa bohong. waktu itu kita sudah berencana akan keluar.
(It was because our integrity. We were IB inside, in our mind and in our heart. We could not lie. We were about to leave NUSANTARA.)

Katrina: Kita itu dihijack oleh Sekolah Gemstone Park–GEMS.
(We were being hijacked by the Gemstone Park School-GEMS.)

As the end of the academic year 2006-2007 came nearer, Team 6 was finishing its duties at NUSANTARA. Preparation for their new responsibilities at GEMS was about done. William and Sally were at the end of their two-year work contract. The same was true for the other two expatriate teachers who would join them. Katrina and Emilia had submitted their resignation letters two months ahead of time.

Migrating to the new IB school. Team 6 moved to the new school, the Gemstones Park School (GEMS). GEMS was a generously funded private school aiming to be the best private school in the country. It wanted to be a market leader in education. The multiple-story school compound was located in a prestigious estate complex with easy access to the airports and shorelines. GEMS offered the best education money could buy in the city with a top-of-the-line, high-end facilities. For these reasons, GEMS decided to hire William and Sally along with their Team 6. GEMS invested a lot of capital. Their Team 6 were GEMS' bargaining point to speed up the process of getting IB Program authorization or accreditation.

In the summer of 2007, Team 6 had their shortest vacation ever since they had to be at the GEMS school early in order to prepare for the new school year. They arrived with whole sets of curriculum. During the second half of the summer break, Team 6 led training for all the GEMS teachers to introduce the IB programs in preparation for the new school year.

In early 2009, after many exchanges of ideas and site verifications of the authorization checklists, GEMS' school program was authorized by the IBO and officially became an IB-PYP school. Normally, it would take two years for this process, but they were able to cut the candidacy time in half because of the credibility of their core team and the readiness of their school systems and facilities. Team 6 again became the key figures in negotiating with IB

headquarters in Singapore to speed up authorization. GEMS became a model IB school among Indonesian educators and the school was then a market leader for the following years.

IBEN training for workshop leaders. After GEMS IB programs were authorized, Katrina and Emilia continued their professional development dream to join the TOT training. This time they submitted their application and letters of recommendation from William and Sally. The IB headquarter officers in Singapore had met Katrina and Emilia during the Aceh projects. The selection committee in Singapore confirmed the quality of work that they had demonstrated and therefore admitted them to the train-the-trainers camp in Chiang Mai, Thailand. Since the TOT could only accept one participant from the same school, Emilia joined the TOT in the Fall of 2008 while Katrina joined the TOT in Chiang Mai in the following Spring of 2009.

For both Katrina and Emilia, the Chiang Mai training was an eye opener. They met educators from many countries in different parts of Asia and Pacific hemisphere. They exchanged educational ideas in English with trainers and other participants. If only they were native speakers of English, they would have been able to participate in discussions and sharing more. However, they tried their best to engage in all the discussions and to learn as much as they could.

From the IB training, Katrina and Emilia came back to their school with a better understanding of how IB-PYP programs work and with great ideas of how to support teachers share the best practices they had learned. The more they experienced IB pedagogies and other best practices, the more Katrina and Emilia wanted to share with other teachers within IB trainings and workshop and in the ANPS (Association of the National Plus Schools) workshops and conferences. In addition, they were both motivated to share with teachers in the public and

private school outside the IB networks. Their intention was to help more Indonesian teachers gain progressive teaching approaches and skills. They both continued their think tank group with Lina Sulastris, another workshop leader from the IB Middle Years Program (MYP) at GEMS school. They initiated a web-blog for their teacher professional development think tank group, GAYATRI.

In addition to their participation in the IB sponsored workshops, the think-tank group GAYATRI continued to offer teacher professional development opportunities for teachers in non-IB settings. During GEMS school break, they would conduct trainings for non-IB teachers. Some of the workshops were paid trainings, while others were free. They felt it was their way to give back to their country through education.

In early 2009, GAYATRI was lucky to meet a young businessman who was interested in education and who had established the FIDELIS foundation to facilitate teacher professional development trainings. FIDELIS conducted lobbying with the local Ministry of Education offices and soon FIDELIS-GAYATRI trainings were endorsed by the local Ministry of Education. After a few years, FIDELIS-GAYATRI trainings were conducted in other parts of their large city.

Emilia: Kita bekerja sama dengan FIDELIS Foundation. Lalu GAYATRI bikin modulnya dan sebagainya, ya udah akhirnya kita conduct, sampai phase 6. Tadinya kan mereka swasta ya, dalam arti gak ada hubungan dengan government, sampai akhirnya, saking itu bagus, guru-guru yang sekolah negeri itu happy, dan sangat senang, memuaskan lah, akhirnya pemerintah melirik, kayak mengasih restu. Pemerintah mengeluarkan sertifikat kepersertaan yang bisa dipakai guru untuk kredit sertifikasi guru atau naik jabatan.

(We collaborated with the FIDELIS Foundation. GAYATRI created the modules and conducted the workshops from phase 1 up to phase 6. These private initiatives made the public school teachers participants happy and satisfied. The programs received appreciation and endorsement from the government. They even issued certificates for the participants and so the trainings counted for their teacher certification or promotion.)

Katrina: *Trainingnya FIDELIS diberikan endorsed sertifikat dari pemerintah. Mereka dapat uang transport, dapat kemudahan waktu, dan dapat sertifikat lagi. Karna ada keterlibatan orang asing, workshop ini lebih berharga dibanding workshop lokal.*
(Because the trainings by FIDELIS were endorsed by the government, participants were given transport allowance, time release, and certificates of participation. The participation of expatriate trainers made these workshops more prestigious than local trainings.)

Emilia: *Awalnya hanya Jakarta Selatan, sekarang sudah masuk ke Jakarta Pusat. Jadi mereka juga sudah mulai bagaimana sustaining the program. mulai sekarang sudah mau ada TOT-nya.*

(Initially we started workshops in the city. Now, we also offer workshops in other areas. We are now beginning to create train-the-trainer programs at the Immanuel Foundation.)

Leaving IB Schools. Since the IB authorization in 2009, GEMS enjoyed tremendous growth and lived out its dream of becoming the market leader in education. The peak growth was 2012-2013 where teacher turnover was low and most teachers were then well experienced after five years of the implementation the IBO programs. The student population was stable and at the school's optimum capacity. Parents were happy to see the results of GEMS School IB Programs education. At that time, Katrina and Emilia had been IB-PYP workshop leaders for 3-4 years and they were never more excited to be senior teachers and workshop leaders in both IB schools and non-IB professional development situations.

However, there was a shift in the owner-founder expectations that changed the school vision and mission. The owner seemed to have abandoned the ideas of setting up a model for quality education. Business objectives started to dominate the school policies and education management. GEMS school was now expected to be a revenue maker and business calculation began to interfere with educational decisions. Internal managerial conflicts resulted in the resignation of the executive principal and a good number of senior and core educators in October 2013. GEMS had also terminated many of the expatriate teachers. Parents were worried and many began pulling their children out of GEMS. Katrina and Emilia were among the core educator who finally left GEMS at the end of 2013.

Emilia: *Tahun pertama kedua ketiga keempat, masih IB beneran. Menjelang akhir gimana nggak ngerti, tiba-tiba dia tidak lagi sepaham. Akhirnya karena orang merasa udah gak sepaham, semua pindah, termasuk kita. Kita tidak mungkin berada di sekolah itu-Sinking ship, walaupun mereka mau pertahankan kita, mau minta gaji berapapun. Sejak itu, turun sekolahnya.*

(In the first, second, third, and fourth years, the IB programs implementation was wonderful. Towards the last year, we did not know how, but the mindset of the owner changed. Then, the vision and missions were no longer shared, all [key] people left, including both of us. We could not be in that school--a sinking ship, even though they insisted that we stay at a salary we would name. Since then, the school quality has dropped.)

The GEMS case was a discouraging educational story. The case was a big issue among national plus school leaders and for the IBO and international school network in Indonesian and the Asia-Pacific region. Katrina and Emilia were very unhappy with these shifts and decided they would rather leave the school rather than support the new profit orientation.

Emilia: *Yang punya motivasinya berubah. Sebelum sampai decision kita sudah membantu berpikir. Begini aja begini aja, gimana?*

(The owner's motivation changed. Before arriving at a final decision, we helped him think of other possibilities. What about this and this?)

Katrina: *Tetap mengadakan pendekatan kan. Jadi ya sudah mungkin bukan di sini aja. Sometimes you have to know when you have to stop.*

(We also tried to approach the owner, but decided we probably no longer belonged there.)

Emilia: *Kalau sudah tahu akan berbenturan dengan tembok, yang gak usah dibentur-bentur lagi, sakit.*

(When you know that you are facing a wall, you do not need to keep bumping yourself up against the wall. It will be painful.)

Katrina: *Dari pada benjol, udah deh, masak mau berdarah-darah sih.*

(We had to stop or else we would have bumps and injuries. There was no need to bleed out.)

Leaving GEMS was a tough decision because it meant leaving the IB school network. They also had to face the realities of quitting a teaching position in the middle of an academic year. Nevertheless their passion for teacher professional development continued and they had more time than ever to offer workshops while finding new teaching positions.

New roles in non-IB schools. In February 2014, Emilia was busy exploring opportunities. There were many vacancies but she had to consider whether to try to find another IB school. Finally, she accepted an offer for an administrator position at a non-IB school in her town. Emilia's new school was aware that she was from an IB-school and she was expected to share these more progressive practices at her new school. Emilia started her job at the in March 2014.

The following year, in April 2015 Katrina felt ready to work in a school again and accepted a teaching position in a lower grade class at a private school only fifteen minutes away from her house. She started her job in mid-May of 2014. Since it was almost the end of the academic year, her main duties were getting ready for the new academic year of 2015-2016. Her principal and colleagues knew that she came from an IB School. They expected her to share her these new ideas with the school. Because of this, she was offered a higher salary compared to most teachers in that schools.

In their respective schools, Katrina and Emilia were identified as senior teachers from IB-PYP schools. Their new colleagues waited for them to share ideas and they described one workshop they offered.

Katrina: Kotak intip untuk belajar tentang light. jadi kalo light itu kan ada apa sih yang mesti dipelajari. Ya kayak properties of light. Light travels in a straight line. Terus, light can be reflected. Dua prinsip yang pertama ini, anak-anak bisa ngelihat. Light itu kan abstract. Dari mana, how come to prove it, gitu kan? Light can be reflected. paling bisa main2nan bisa pakai senter dan cermin. Lha ini ada mainan kotak.

(We involved the teachers in a inquiry project] We used a peeping-hole to learn about light. When we talk about light, what do we need to learn, like the properties of light? Light travels in straight lines. Light can be reflected. Students can see the demonstration of these first two properties of light. Light is abstract. How can you prove it that light can be reflected? They can use a torchlight and a mirror. Now they can also use a viewing box with a peephole.)

Emilia: [Di IPC] Ada entry point ada exit point. karna kita punya kemampuan (IB) itu, kita bisa memperkayanya. Exit pointnya si IPC dengan exhibitionnya si IB-PYP.

(In the IPC-International Primary Curriculum] there is an entry point and an exit point. Since we know the IB-PYP approach, we could help to enrich the learning process.)

They enjoyed sharing with their peers. Katrina and Emilia were aware that IB schools were intended for children of the haves who were able to pay high monthly tuition. They wanted more Indonesian students to have the same opportunities and thought that one way to do this was to help Indonesian teachers learn more progressive approaches to teaching.

Katrina: *Orang bisa mendapatkan ketrampilan seperti ini karena dia berada di sekolah IB. Iya kan. Kita beruntung berada pada tempat dan saat yang tepat. anak-anak belajar di sekolah IB itu anak-anak yang beruntung dari keluarga berada. Tapi banyak anak Indonesia yang pintar-pintar tapi bukan dari keluarga kaya. Kalau gurunya bisa punya kemampuan seperti ini dalam mengajar, ini sangat membantu anak didiknya.*

(People can obtain these skills even if they are not at an IB school, right? We were lucky to be at the right place and at the right time. Children who study at IB schools are lucky and from rich families. But there are many Indonesian children who are smart, but not from rich families. When teachers possess these teaching skills, children can benefit a lot.)

Emilia: *Itu tadi ya, idealism kita untuk pembelajaran yang baik.*

(Again, this is about idealism, our passion for good teaching.)

Katrina and Emilia ideally would have returned to IB schools, but they could not at this time. Related to their own professional development, they knew that they would continue learning more in an IB school environment. But they were also realistic that most IB schools would probably not hire them with the high salaries that they had at the moment. Furthermore, if they returned to IB schools, they might have to travel farther from home, and again adjust to new work cultures and catch up with new IB practices and trainings.

In her new school, Emilia was concerned about the depth of learning and approach to assessment. She was happy that her contribution was appreciated.

Emilia: When I joined this school, I checked paper work and assessment materials. Mostly *hafalan* (memorization) dan (and) overlapping. We are assessing *tiga hal di sini* three things in here: knowledge, understanding, attitudes, and skills. I really focus on the core understanding, what they learn. It is not about memorization. We must assess more often, more than two quizzes, [we need] interviews, presentations, and discussions. That

is how we collect the evidence. It must be through the process. *Lumayan dapat* (Not bad. I got good responses) [from the teachers]. I really did it this year. Completely new changes.

Helping teachers from other schools. Outside their current schools, Katrina and Emilia continued sharing what they know about IB pedagogies in their own language and focus on their thinking framework.

Katrina: When I was running non-IB workshops, we shared IB approach so that teachers would also improve their teaching approaches. The focus is how to use Indonesian curriculum using IB approach *tanpa menggunakan terminology IB atau jargon-jargonnya* (without using IB terminologies or jargon).

The followings were Katrina's and Emilia's thoughts about the Indonesian 2013 curriculum. They were aware that the curriculum has a general guideline and it requires sufficient training for successful implementation.

Emilia: *Sebenarnya kurikulum 2013 itu banyak mengambil model dari IB. Waktu itu kita dari IB, Cambridge, IPC, dan banyak lagi lainnya diundang oleh Pusat Kurikulum untuk memberikan blue print berbagai model pengembangan kurikulum. Cuma dari hasil berembuk itu, orang suka model nya IB.*

(The 2013 national curriculum actually reflects the IB curriculum framework. Back then, education practitioners from IB, Cambridge, IPC, and others were invited by the Curriculum Center to give inputs about the curriculum development blueprints. At the presentation meeting, people liked the IB model.)

Katrina: *Kurikulum 2013 itu tematik sebenarnya. Missing linknya, tema yang dipilih itu hanya sekedar tema, tidak membantu untuk understanding. Pembelajarannya menjadi hampa. Intergrasi mata pelajaran kelihatan dipaksakan.*

(The 2013 curriculum is in fact a thematic curriculum. The missing link is that the theme does not help understanding. The subject integration is poorly developed.)

Katrina: *Trainingnya saya sempat ikut di Menteng. Trainernya kurang menguasai. Video training yang diputar, bukannya membantu, malah membuat kita bingung. Saya bertanya. Dia gak bisa jawab. Masalah assessment saja si trainer tidak mengerti. Bagaimana ibu tahu anak itu taat beragama? Ya kalau dia menundukkan kepala, gimana Ibu tahu kalau dia berdoa, bisa jadi dia tidur.*

(I attended one training in Menteng. The trainer was not fully capable. The video even made us more confused. Every time I asked a question, he could not answer. He did not even seem to understand the idea of assessment. How do you know whether a student is religiously obedient? Whether she or he tilts her or his head down, how do you know that she or he is praying? She or he may be asleep.)

In the opinion of these two teachers, there was a gap between the national curriculum development and its implementation. The national curriculum 2013 trainers from the Ministry of Education did not seem to understand the concepts and skills needed for implementing the National Curriculum 2013. Even if the national curriculum was supportive of more progressive educational practices, teachers, in general, were not able to do this without professional development opportunities.

Katrina and Emilia had been trying to fill this gap by sharing what they called best practices from IB without using the jargons of IB. Their training agenda was to help teachers understand how to plan and deliver interactive and effective instruction using the national curriculum.

Case 3 – The Case of Laurens (A Non-IB Workshop Leader)

Nemo dat quod non habet (Latin).
One cannot give what one does not have.

Laurens is a certified teacher at Sekolah Anak Bangsa (SAB), a private national high school implementing the national curriculum, sponsored by a religious organization in a large city on Java Island. In 2003, after 10 years of his own professional journey, he came to recognize that being a teacher was an on-going formation, *in continua formation* (Latin). After 24 years of continuous growth and reflection, he found his identity strengthening as a proud high school teacher with the highest grade-rank at SAB, a productive writer of 12 books and some 500 articles, and an academic. He earned his Masters' degree in 2003 and since then had given lectures? in some of the local universities. In his busy schedule, he gave teacher professional development workshops in his hometown and in other cities, reaching out to schools within the Indonesian archipelago. His main workshop agenda was to create change in the classroom by

inspiring change from within teachers. Lauren's approach was different from the other IB-inspired cases in that he focused on the teacher's personal growth more than a particular pedagogical approach.

The Case of Laurens

Before he graduated from his teacher college, Laurens was admitted to a teaching position at Sekolah Anak Bangsa (SAB), a private national high school. The principal and chair of the SAB foundation noticed his potential during his teaching internship. Two years later he signed a contract as a tenured teacher following his graduation from the teacher college. In the same year, he was offered a scholarship for graduate study after he completed four years of teaching. He had really always wanted to become a journalist and for that reason he had chosen a language education major. In the fourth year of his teaching, he experienced a serious dilemma. On one side, he felt obliged to continue his teaching position and the well-known tradition of this prestigious religious school, which had given him a job even before he graduated. On the other side, he was tempted to accept the graduate study scholarship. He was aware that graduate study might take him away from his current teaching position and a possible administrative position at SAB and he would have to give up his other passion to become a journalist. There were three contesting paths--graduate student, teacher and/or journalist. These competing goals continued to be a struggle for him.

A 10-year professional growth of becoming a teacher. It took 10 years for Laurens to realize that becoming a teacher was his life calling. This was how he accounted for this experience.

Itu tidak begitu saja saya temukan. Tidak juga bisa saya singkirkan salah satu, Maka terus menimbang mana toh dari ketiganya itu yang ingin saya tekuni. Dari ketiganya itu saya tidak memisahkan dan memisahkan. Tapi saya menggabungkan ketiganya. Bahwa riil sekarang saya bergaul dengan para murid. Saya bertemu dengan guru yang bukan

penulis dan peneliti, bukan “intelektualis,” juga bukan “jurnalis”. Ketiganya itu saya gabungkan. Saya berpijak pada realita sekarang menjadi seorang guru, tetapi saya tetap mengembangkan diri dengan menulis dan saya tetap mengambil kesempatan ketika ada tawaran untuk S-2 tadi. Ketiga-tiganya lalu jalan bersama-sama: tetap riil menjalani menjadi guru, lalu yang kedua menulis tetap jalan, dan lalu dunia intelektualis itu tersalurkan juga ketiga studi lalu mendapatkan peluang untuk mengajar di perguruan tinggi. Tiga-tiganya jalan.

(I did not just find it. I could not take away one from the other [teaching, academic study, journalism?]. I kept thinking, which one of those that I should pursue? I did not divide and separate them. Instead, I combined . . . all three. The reality was that I was a teacher, but I developed my potentials through writing, and accepted the graduate study opportunity to get a Master’s degree. I did all three: my main job as a teacher, my passion for writing, and my intellectual growth to study, and finally to teach in higher education institutions. I had all three.)

Most educated Indonesians would identify Laurens as a national newspaper columnist and educational practitioner. By the end of 2017, he had written no less than 500 articles and many books. All his writings were grounded in his education practices and thoughts. Some writings addressed educational policies such as the national examination and teacher certification.

Many would also know him as a high school teacher at a prestigious school. Those who had met him in person might label him as a teacher motivator, a friendly individual, and a partner with whom you could talk about school and educational policies. Practitioners in teacher professional development and reform might consider him an activist and reformer from his participation in conferences and workshops.

Ongoing formation: A 24-year process.. Laurens earned his Masters’ degree in 2003. He led workshops about improving teachers’ capacity and school performance. At the heart of his workshop were his beliefs about teaching and becoming a teacher.

*Saya menyakini bahwa menjadi guru dan pendidik adalah sebuah proses menjadi (guru dan pendidik) tiada henti, **continua formation (Latin), an ongoing formation**. Artinya, menghayati jati diri seorang guru dan pendidik membutuhkan kesediaan, perjuangan, dan kerendahan hati untuk selalu belajar dan mengembangkan diri. Dengan demikian dia menjadi model pembelajar bagi orang lain, terutama bagi murid-muridnya.*

(I believe that becoming a teacher and an educator is a process of continuously being [a teacher and an educator], an ongoing formation. This means that to live with an identity of becoming a teacher requires willingness, struggles, and humbleness to always learn and improve personal capacity. In this way, a teacher becomes a learning role model for others, especially for students.)

Ketika seorang guru menghayati jadi diri ini, dia akan selalu mawas diri dan sadar akan perlunya mengembangkan kualitas diri seutuhnya. Kehadiran dia di depan kelas dengan sendirinya akan menjadi kesaksian hidupnya di depan para murid-muridnya. Guru yang demikian akan mengajar dengan penuh semangat dan menyapa murid dengan kegembiraan hati. Dia akan berelasi baik dengan sesama guru dan pimpinan Sekolah. Dia juga akan berperilaku baik terhadap orang lain di luar Sekolah dan dalam berbagai lingkungan masyarakat. Sebaliknya, ketika seorang guru merasa sudah puas dengan capaian dia, sudah berhasil, dan tidak berlu mengembangkan diri, dia sudah mengalami kemunduran dan banyak masalah bermunculan. Dia hadir di kelas bukan untuk siswanya.

(When a teacher embraces this identity, she or he will always introspect about and be aware of the necessity of developing one's self and overall capacity. Their presence in class is then a witness of their life before their students. This kind of teacher will teach enthusiastically and greet students with joy in his or her heart. They get along well with colleagues and school leaders and beyond school borders in the society. On the contrary, when teachers feel satisfied with their achievement, feel successful already, and do not feel the necessity to improve any longer, they have declined and many problems arise. They do not come to class for their students any longer.)

Writing as professional learning. Elaborating more about the idea of continuous development, Laurens described his own path as a newspaper columnist. He experienced writing as a rewarding professional development experience.

Setelah menjadi guru, saya tetap mengajar sambil mengembangkan pemikiran dan kemampuan menulis. Mulailah saya memasukan tulisan-tulisan di koran lokal dan nasional. Sekarang jumlahnya sudah lima ratusan tulisan. Terus Terus, dari menulis ini hasilnya lumayan. Saya makin bersemangat karena menulis ternyata menghidupi keluarga saya. Kita tahukan sebagai guru menyekolahkan dua anak dari gaji seorang guru bukan hal mudah.

(Since I became a teacher, I always taught and developed my thinking and writing skills. Then, I submitted my writings to local and national newspapers. Now I have over five hundred writings. Frankly speaking, writing also gave me significant rewards. I became more enthusiastic in writing since writing supported my family financially. Sending two children to school on teachers' salary is not easy.)

Laurens writes about education and educational problems. His writings were grounded in his and thoughts about schooling. His writings got attention from stakeholders in education and

policy makers. He has contributed to public discussions about schooling and in this way helped to shape educational policies. However, writing alone was not sufficient.

Tetapi saya amati tidak banyak guru membaca Koran. Tidak banyak guru membaca tulisan saya. Saya lalu berkesimpulan bahwa kalau saya ingin menyapa guru dan mengajak mereka maju, menulis saja tidak cukup. Saya harus bertemu langsung dengan guru. Mulailah saya datang ke berbagai kesempatan dan diundang oleh berbagai lembaga untuk menyemangati guru.

(I noticed that not many teachers read the newspaper. Few teachers read my writings. I came to believe that if I wanted to influence teachers and ask them to improve, writing alone was not enough. I had to talk to them directly. I began to talk and present ideas in many occasions and I was invited by education institutions to support their teachers.)

For Laurens, teaching, writing, and talking to teachers had become a recipe for his own professional development. Writing became a good thinking ground and allowed him to take a stance developed from his own practice as a teacher. Both writing and talking to an audience had become ways to share his own learning. His growth was also supported by his religious school tradition that encouraged reflection over his practice and his life.

Pursuing a Masters' degree was another aspect of professional development for Laurens. On one Wednesday morning, he expected to see his academic advisor for a progress report on his academic work. He was away on workshop in another school in another city. He recalled his communication by text messages.

“Mas Laurens, apa kabar, sedang ada di mana?” Saat itu saya sedang di luar kota untuk sebuah loka-karya. Dengan tersipu saya balas. “Maaf Prof, sedang memberi lokakarya di kota X.” Kalau saya saja yang sedang studi S-2 masih perlu sapaan-sapaan semacam ini, apalagi anak-anak sekolah yang menjadi Siswa saya. Ini menjadi keutamaan baru bagi saya.

(“Laurens, how are you, where are you now?” I was out of town for the workshop. Blushing, I texted him back. “My apology Professor, I am giving a workshop in the city X.” I realized that if I am a graduate student, I still need this kind of reaching-out messages, my students in my school need even more of these. This turned out to be a new learning experience for me.)

Seeing a bigger picture in his work. Even though Laurens continued to be dedicated to his teaching and students, at some point, he realized that his school was too small for his growth.

He was ahead of everybody else on the teacher career ladder. The new chair of the SAB foundation somehow did not see him as being fit for a principal position. He was never appointed to be principal even though the majority of teachers voted him for two times in a row. He wanted to share in more ways to as many teachers and schools as possible. This was how he described it to me.

Ibaratnya, saya ini punya air satu jerigen. Sekolah saya SAB memberikan wadah saya sebuah gelas. Saya tetap saja menuang air yang satu jerigen tadi. Tentu saja airnya melimpah kemana-mana. Saya tetap mengembangkan diri dan berkarya. Dan berkahnya biar saja dinikmati orang lain, sebab ternyata SAB tidak membutuhkan banyak dari saya. (This is like I have a gallon of water. My school SAB gives me only a glass. I still pour the gallon of water. And of course, the water overflows to all directions. I continue working and growing. And I let others enjoy the blessings, because the reality is that SAB does not need a lot from me.)

He described how these various audiences and the expansion of his work outside of his school was related to his ongoing professional development.

Ketika saya berada di kelas, audiens saya adalah siswa-siswa saya. Ketika saya berada di ruang kuliah, audiens saya adalah mahasiswa-mahasiswa saya. Ketika saya sedang berada dalam sebuah lokakarya yang saya pimpin, audiens saya adalah para guru yang hadir untuk berjumpa dengan saya. Ketika saya menulis buku, saya berdialog dengan pembaca buku saya. Sedangkan ketika saya menulis di media lokal dan nasional, audiens saya adalah khalayak ramai. Jadi ruang gerak dan karya saya tidak dibatasi oleh dinding kelas dan sekat perkuliahan. Saya punya audiens lebih banyak. Ruang karya saya lebih besar dari sekolah saya dan universitas tempat saya mengajar. Bahkan ketika nanti saya pensiun sekalipun, saya masih tetap bisa menulis. Orang tetap bisa membaca pikiran saya melalui tulisan-tulisan saya. Saya kira ini penting dan saya tetap konsisten dengan keyakinan saya tentang guru tadi. Bahwa saya sendiri menghayati dan menghidupi jati diri berproses tanpa henti tadi, formatio in progressio, ongoing formation.

(When I was in class, my audience was my students. When I was lecturing, my audience was the university students. When I was leading a workshop, my audience was teachers who were present to meet me. When I was writing a book, I was in conversation with the readers of my book. When I wrote for local and national media, my audiences were the public. The classroom walls and the lecture hall partitions no longer confined the space and the scope of my work. I have more audiences. My scope of work is now bigger than my school and universities where I teach. Even when I retire, I can still write. People can still read my thoughts in my writings. I think this is important and I hold my beliefs about what being a teacher means. I am experiencing and living the identity of the ongoing formation of becoming a teacher.)

Current growth. Laurens considered his formal work to move up the career ladder in his school was most recently tedious. Teachers in Indonesia need to . . . However, he argued that he wanted to show teachers that when they do this kind of work, respect and financial benefits were not the most important purpose. Laurens was currently at grade IV/b and aiming to get a promotion to IV/c; the highest possible rank was IV/e.

Sekarang ini saya sedang menyiapkan kenaikan kepangkatan saya dari IV/b ke IV/c. Sekarang ini, kepangkatan saya tertinggi di antara para guru di SAB. Banyak rekan guru mengejar naik pangkat karena pemikiran kenaikan gaji dan prestise pangkat yang tinggi. Saya ingin mengikuti proses kenaikan pangkat ini untuk membangun kesadaran bahwa kenaikan pangkat itu adalah buah dari karya karena kita tetap mengembangkan diri. Bahwa ada berkah uang kenaikan gaji, ya kita syukuri. Naik pangkat itu adalah pengakuan atas capaian karya kita. Kalau yang kita pahami, setelah naik pangkat kita akan tetap berkarya dan tidak berhenti karena seolah-olah tujuan hidup sudah tercapai, dan dengan demikian berakhirlah sudah karya kita. Kenaikan pangkat semestinya menjadi dorongan baru untuk terus dan tetap berkarya dan berkembang.

(I am now preparing my promotion grade from IV/b to IV/c. Currently I am now at the highest grade of all the other teachers at SAB. Many teachers pursue grade promotion for the sake of salary increases and the prestige of a high grade. I engage in this grade promotion process to build awareness that self-professional development is the most important outcome. We are thankful that there is a salary increase. Grade promotion is an acknowledgement of our achievement. With this understanding, we will continue working and we will not stop working as if we have achieved our goals of life, and therefore our work is over. Grade promotions should become a renewed motivation to keep working and developing.)

Agenda: Making a difference for teachers. When going out to meet teachers and visit schools, Laurens' agenda was clear, i.e., to make a difference in every classroom where teachers were present, and particularly with student-teacher relations.

Dalam setiap kesempatan pertemuan saya dengan guru dan pendidik, agenda saya adalah mengingatkan, mendorong, dan memberi inspirasi tentang proses menjadi (guru dan pendidik) tiada henti, formatio continua, an ongoing formation, yaitu senantiasa terus belajar dan menjadi makin berkembang

(Every time I meet teachers and educators, my agenda is to remind, support, and inspire them about the ongoing process of becoming teachers and educators, that is, to continue learning and growing.)

He believed that at the hands of teachers with the “right” motivation, there would be a significant change in student-teacher interaction. This belief was rooted in what he previously mentioned, i.e., three factors for a successful educational atmosphere: personal vision, building corps, and inspirations to teach.

Di kalangan sekolah menengah atas, keberhasilan seorang siswa ini kan hasil kerja simultan dari beberapa guru kalau anak ini memperoleh beberapa pelajaran. Ketika satu guru mempromosikan dan guru lain mendemosikan, anak tidak mencapai hasil yang diidealkan. Jadi, dua wilayah itu, membangun pribadi dan membangun corp. Yang ketiga adalah inspirasi mendidik, yakni upaya bersama untuk menemukan dan mengolah berbagai tawaran metode dan cara menyelenggarakan pembelajaran.

(In high school contexts, the success of one student is the simultaneous work of several teachers as the student learns different subjects. When a teacher promotes, but other teachers demote, the student will not achieved the ideal result. Thus, those two areas are to grow personally and to develop a cadre of [excellent] teachers. The third is the inspiration to teach, i.e., a collective effort to find and to cultivate various methods and ways of conducting learning experiences.)

Laurens had spent a lot of time, other than teaching and writing, meeting teachers at conferences, workshops, and even teachers’ meeting. He often left in the afternoon on a weekday to go to a school a motor-ride away from this school. He might spend Friday afternoons in a longer teacher session in a retreat house or another conference venue. He might greet a group of students one Sunday morning. On another weekend, he might be facilitating an overnight teacher professional development forum. On a long weekend, when most people enjoyed more free time, he was on a three-day engagement with teachers at a school on another island. Still, he never missed a class for a trip; he never took sick leave during his years of teaching because he never got so sick that he had to miss a workday.

Agenda saya jelas satu kata. Melakukan perubahan. Perubahan itu berkait dengan memurnikan motivasi para guru. Memurnikan motivasi (keguruan, mendidik) ini yang menjadi impian saya. Dan itu sangat berpengaruh besar pada pembentukan karakter anak. Mulai dari karakter guru dibereskan dulu. Dan itu tidak cukup hanya saya suarakan lewat menulis. Maka ketika berkesempatan masuk ke berbagai tempat itu, sepersekian persen saya bisa ambil bagian melakukan pencerahan, pemurnian motivasi, perubahan.

(I have one clear agenda, that is, to make change. This change is about refining teachers' motivation for teaching. Refining motivation [to teach] is my dream. This has a great impact on students' character development. It has to start from the character of teachers. And it is not enough to just shout out loud in writing. So, when there are opportunities to go places, I can contribute a tiny bit to inspire.)

Three essentials for being a teacher. In describing how motivation relates to the idea of ongoing professional development, Laurens describes three important components that he thought were crucial for teachers--*commitment, integrity, and willingness to suffer*.

***Komitment** adalah setia pada pilihannya. Ini yang harus terus dikaitkan dengan memurnikan motivasi tadi. Keputusan akan pilihan menjadi guru, 80% ada di tangan pribadi yang memilihnya. Orang yang setia pada pilihannya, dia akan serius dan mengembangkan diri terus menerus. Itu komitmen sebagai values yang pertama.*

(**Commitment** means being loyal to the choice that has been made. This relates to refining one's motivation. The decision to become a teacher comes as much as 80% from the individual. A person who is loyal to her or his selection will be serious and continue to develop her or his capacity. That is how commitment becomes the first value.)

*Yang kedua **integritas**, berasal dari bahasa Latin "integer" yang artinya utuh. Integritas ini adalah keutuhan antara pikiran, kehendak, dan tindakan. Misalnya, saya bisa mengatakan kepada para siswa, "Yuk kita harus datang tepat waktu". Saya tidak punya integritas ketika saya sendiri masuk kelas 15 menit lewat jam yang ditentukan. Atau di tempat tertentu saya melarang murid "Ayo tidak boleh merokok nanti di kampus". Saya boleh merasa punya integritas ketika saya tidak pernah merokok di kampus. Atau dalam jaman teknologi sekarang, misalnya. di kelas para siswa tidak boleh memanfaatkan handphones. Tapi gurunya sendiri di kelas tidak pernah lepas dari handphone. Saya pikir ini, ketika para siswa melihat gurunya tidak punya integritas, di situlah celah dan kontra pertentangan batin pada anak itu akan muncul. Atau dengan kata lain integritas ini sebenarnya adalah keteladanan yang dibutuhkan dari guru dengan tindakannya, dengan omongannya, dan juga dengan apa yang dia lakukan.*

(The second is **integrity** which derives from Latin "integer" and means "a whole."

Integrity means the alignment of thought, intention, and action. For example, I may say to students, "Alright, I expect that you all come on time." I have no integrity when I come to class 15 minutes late. Another illustration is this. I promote a message that smoking is not allowed on campus. I can only claim I have an integrity when I never smoke on campus. . . . When students cannot see integrity in their teachers, there is a disconnect and contradiction in the messages to the students. In other words, integrity is teachers being role models and demonstrating an alignment of words and actions.)

*Yang ketiga memang yang saya sebut dengan mau menderita itu adalah "**Mati raga**". Tidak ada komitmen yang terbangun tiba-tiba. Tidak ada integritas yang akan terjadi dengan sendirinya tanpa ada upaya tanpa orang mau melakukan mati raga dan terus menerus memperbaiki diri, menghindari jalan pintas.*

(The third one is what I called “**willingness to suffer**,” it is the courage and willingness to do the homework, the required hard work. There is no commitment that comes instantly. There is no integrity without self-control and self-denial of shortcuts.)

Three factors for successful school atmosphere. Laurens believes that educating children at school is a collaborative work. No one teacher can claim that the student’s success was her or his sole work. When one teacher pulls a student up while another pushes the student down, the learning outcome would never be optimal. Therefore, Laurens suggested three factors for a successful school atmosphere.

Jadi ada tiga. Yang pertama adalah berkait dengan visi atau motivasi pribadi. Setiap guru mulai memperbaiki diri berawal dari dirinya melakukan perubahan itu. Lalu yang kedua adalah membangun korps. Guru hadir di kelas di sekolah, dia tidak lagi bekerja sendirian; dia bekerja dengan guru yang lain. Yang ketiga adalah inspirasi mendidik. Ada berbagai tawaran cara, pendekatan, dan metode yang efektif untuk mengurai persoalan, untuk mencari dan menemukan ilmu, dan untuk melayani siswa.

(Thus, there are three factors. The first is personal vision or motivation. Each teacher begins with internal change for improving personal capacity. The second is building a teaching corps. When a teacher comes to school, she or he no longer works alone; she or he collaborates with other colleagues. The third is teaching inspiration. There are multiple effective ways, approaches, and methods to solve problems, to seek and find knowledge, and to serve students.)

Growth as ongoing formation. For Laurens, being a teacher is a process of growth; it is much more than just a journey. He won the battle of navigating three competing passions--being a teacher, a journalist, and an academic. In so doing, he grew and gained much. Embracing the teaching profession allowed him to practice, to own, and to claim a space, an identity, and to accept the challenge of a personal calling. His teaching experience also provided ingredients for reflective thinking and writing. Most of his writings were about teaching and educating.

For Laurens, writing was growing and giving. This was how he put this idea in his own words.

Saya memberikan contoh bagaimana saya bergumul dan terus mengembangkan diri saya melalui tulisan. Selain menulis untuk surat kabar, saya juga menulis buku. Saya ingin mengatakan bahwa melalui menulis, saya berkembang dan membantu orang lain

berkembang. Tulisan-tulisan tentang berbagai kebijakan ternyata didengar, dan berbagai kebijakan telah berubah. Misalnya, ujian nasional sekarang tidak lagi menjadi penentu kelulusan sekolah. Saya yakin tulisan saya di Kompas menjadi salah satu pertimbangan.

(I gave examples how I insisted and developed myself through writing. In addition to writing for newspapers, I also wrote books. I wanted to say that through writing, I grew and helped others grow. My writing voice about various policies was heard and a lot has changed. For example, the national examination is no longer a factor for graduation. I am confident that my writing in Kompas Daily was one influence on this issue.)

Sail to deeper water. It was also through his own growth that Laurens realized the meaning of “Nemo dat quod non habet”, i.e., “One cannot give what one does not have.” For him, going out to help other teachers and schools was a process of giving but also learning. Laurens learned with teachers in his search to find a deeper meaning, towards a higher level of reflection.

Ketika guru datang harus memberikan finger print untuk presensi. Sebagian mengatakan, “Lho kita kok diatur oleh hal-hal yang sifatnya formalitas.” Tetapi bisa juga dipahami bahwa yang namanya disiplin itu butuh alat dan butuh ada wujud nyata. Saya meminjam istilah Uskup Pujusumarto Pr, “Bertolaklah ke tempat yang lebih dalam”. Saya bersama guru mencari cara, memberikan perangkat, dan juga mengenalkan cara berpikir dan bertindak untuk melihat pengalaman secara lebih dalam.

(At one time, teachers were required to give fingerprints for attendance. Some said, “How come we are now governed by rules of formalities?” I could also mean that discipline needed tools and real actions. In the words of Bishop Pujosumarto, “Sail to deeper water.” Together with teachers, I try to find ways, to provide tools, and also to introduce a way of thinking and doing, to interrogate the deeper meaning of experience.)

Public vs. private school teachers. Laurens had worked with teachers in public and private schools, but especially private schools. Then, many public schools also invited him to work with their teachers. Some public schools performed well in the national examination because they received best students in town. With or without teachers’ contribution, those students were already well off.

Sementara guru-guru yang negeri merasa aman. Mereka merasa aman bahwa apapun yang terjadi saya tetap hidup. Sekolah saya mendapat murid separuh saja, tetap gaji utuh. Kemapanan membuat orang tidak mau berubah. Guru negeri kan dijamin. Sekolah bangkrut pun tetap jadi. Paling hanya dipindah.

(Public school teachers feel secured financially. They feel safe and less vulnerable to school negative achievement. Their salary will remain the same even when they only have half the students. Comfort zones make people reluctant to change. Public school teachers are government employees. When the school is failing, nothing hurt them. The worst is a transfer to another school.)

On the contrary, private teachers could only keep their jobs when the schools had enough students. Their contribution was very significant to the prestige and reputation of the schools. For this reason, they were more cooperative and more aware of the necessity to improve their personal capacity and the overall performance of the school.

Tetapi guru swasta berjuang untuk mendapatkan murid, berjuang untuk hidup, berjuang untuk menghidupi Yayasannya. Tidak ada murid ya tidak ada income. Tidak ada masukan. Maka orang (guru) mesti harus berlomba meningkatkan profesionalitas dan kinerja sebaik-baiknya supaya mendatangkan murid juga. Menjadi baik, terus mengubah diri itu karena ada unsur bahwa ini tanggung jawab untuk menghidupi lembaga.
(But private school teachers struggle to get enough students, worked hard for the life of the school and the foundation. When there are no students, there is no income. There is no cash in-flow. There is no choice but to improve their professionalism and performance to attract more students. They all assume collective responsibility to change for the better from within.)

Three issues in education. Looking at the broader issues of education, Laurens identified three most three major problems--*radicalism, poverty, and environment issues*. Laurens believed that teachers should influence students away from extreme fanaticism, i.e., to believe that only one's' own group was right and all others were wrong. Students needed to acknowledge and appreciate diversity. Laurens was happy that his school did not require students to wear uniforms. He saw uniforms as a projection of radicalism. Radicalism may begin with physical outlooks, but it might lead to uniformity of thought. This would be dangerous. That was why Laurens was always eager to promote freedom of expression.

To fight for *radicalism*, teachers were supposed to be the front liners and role models for attitudes towards diversity. Sadly, he thought, there were teachers who were not aware of this responsibility.

Sekarang yang sedang saya siapkan adalah tulisan tentang hakikat bahwa guru-guru melekat dengan keberagaman. ... Guru masuk kelas bertemu dengan murid. Satu dari keluarga biasa. Satu dari keluarga kaya. Itu sudah keberagaman. Akademisnya ada yang sangat cemerlang, ada yang biasa saja. Ada yang modelnya ya pelah-pelan, tapi mampu menyelesaikan. Itu keberagaman. Kalau guru tidak bisa lagi menghayati keberagaman, lalu di kelas apa yang terjadi?

(I am currently preparing to write about the idea that being a teacher is inseparable from diversity. ... As teachers walk into the classrooms, they see student diversity in many ways. One student comes from a so-and-so family. One is from a rich family. That is diversity. One student is academically brilliant; but there are many medium-performing individuals. There is a group of slower-moving brains, but they accomplish their milestones. That is diversity. If teachers can no longer acknowledge and embrace diversity in her or his pedagogy, then, what would happen in class?)

Poverty was real, systemic, and often is perpetuated by generational cycles in Indonesia.

Laurens saw a continuing, long lasting socio-economic gap. Children from poor family remained poor and uneducated. Children from rich families had all the resources and access to better academic opportunities; their parents had money to call for tutors and other additional supports; in general, they academically outperformed children from poor families. Laurens observed that public schools that ran with public money were packed with children from higher economic status. This happened because public school admission for Middle and High Schools heavily relied on academic scores on national and regional examinations. Most children from poor families were rejected by public schools and ended up studying at private schools that have limited funding. The result is that they are less academically eligible for public schooling at higher levels.

Jadi yang kaya semakin disupport oleh negara, lalu yang ekonominya rendah malah terbuang ke tempat itu. Situasi ini akan semakin membuat GAP antara yang kaya dan yang miskin. Situasi kemiskinan ini, menjadi banyak biang persoalan, pemicu banyak persoalan terutama bagi anak-anak yang harus bersekolah di sekolah-sekolah pinggiran itu.

(The rich get more supports from the government; the less capable economically are packed into poorly run private schools. This broadens the gap between the rich and the poor. Poverty has become the root of many problems, the cause of lots of problems for those school children in marginal schools.)

Laurens thought that there needed to be a change in school policies to secure opportunities for children from poor families. Some city majors and regency¹⁰ administrators had begun to impose quotas allocated for children from poor families. Laurens believed that this was a productive solution. Yet, some were pessimistic about this initiative. Smart children from poor families could still be admitted to prestigious public schools. However, poor children who generally have poor or average grades would generally get sorted out from public middle and high schools.

*Tidak mudah. Ketika ada peluangpun, tetap tidak banyak yang memanfaatkan. Keluarga-keluarga yang terbatas tadi mengalami **inferiorty complex**. Sindrom rendah diri. Yang kita khawatirkan kuota akan mbludag itu ternyata tidak. Diberi kuotapun keluarga-keluarga yang kurang mampu tadi tidak (memakai kesempatan ini). Kita melihat ini suatu situasi tidak adil juga, bukan karena kesalahan keluarga itu. Dalam jangka panjang memang harus diubah (mekanismenya) supaya banyak yang berhasil untuk masuk ke sana.*

(This is not easy. Even when there is an opportunity, there are not many poor children attending. Poor families have **an inferiority complex**. Their poverty binds them to a lack of confidence. One might worry that many would claim admission, but it did not happen. This is unfair and this is not their fault. In the long run, we need a change so that more poor children are successfully admitted to public schools.)

Laurens was also aware of how schools are socially embedded in the society. Just as how good ideas can move from school to society, useful ideas in the society can also infiltrate schools. Unfortunately, bad influences also move in the both directions. In this regard, Laurens thought educators could play an important role in managing this social embeddedness. One example was **environmental** problems. Lauren gave an example about drink packaging.

Keprihatinan masyarakat tentang lingkungan mestinya harus dibawa ke keprihatinan sekolah. Memang harus ada tindakan konkrit. Misalnya keprihatinan tentang plastik. Plastik itu kan sampai sekarang adalah zat yang tidak dapat terurai. Itu akan menjadi sampah yang meracuni dunia. Tindakan konkritnya adalah setiap siswa harus membawa

¹⁰ Regency (*Kabupaten* in Indonesian) is an administration territory in rural areas or smaller towns directly under the province. An urban area in a larger city would be called a *Kotamadya*, or *township*. There are 411 regencies and 93 townships in the 34 provinces in Indonesia (PUSDATIN-Ministry of Home Affairs-Indonesia, 2016).

botol minuman. Mereka tidak lagi membeli minuman kemasan plastik di kantin. Itu sudah berkurang banyak. Lalu kantin juga tidak boleh menjual minuman yang kemasannya botol plastik sekali pakai dibuang dan makanan memakai bungkus styrofoam atau bungkus plastik yang transparan. Pakailah bungkus kertas yang bisa didaur-ulang atau bisa terurai.

(Public concerns about the environment should also become a school concern. There should be a direct action at schools. One example is concerns about plastic waste. Plastic is not a degradable material and therefore harmful for the environment. Such a concrete action would require students to bring their own drink bottle; they would no longer purchase plastic-contained drinks of any kind. The schools also could required canteens to avoid selling drinks in disposable plastic containers and plastic-wrapped food. Instead, they would use biodegradable or recyclable paper-based containers and wraps.)

Laurens further noted that, even though an initiative to cut down on plastic was a small step, after the plastic ban at schools, the amount of plastic wastes drastically lowered. Laurens continued that there were more environment problems that could be put into practice in schools including waste disposal, energy conservation, and clean air campaign.

Cross-subsidy and prestigious schools. To help fight the gap between the rich and poor, Laurens observed that prestigious private schools in non-exclusive communities had long implemented a cross-subsidy policy.

Dalam satu tahun misal seorang siswa butuh biaya sebut saja 12 juta. Kalau siswa yang tidak mampu tadi bisa membayar satu juta, harus ada orang lain yang dapat menutup biaya sebelas juta. Ini kan satu model subsidi silang. Orang membayar sesuai dengan kemampuannya. Ini sebenarnya hakikat dari subsidi silang.

(In one year, for example, one student pays 12 million rupiah. If one poor student can only pay 1 million rupiah, there must be other students who can pay an extra 11 million rupiah. This is one model of cross-subsidy. People pay according to their abilities. This is the essence of cross-subsidy.)

For private prestigious schools in higher economic residential complexes, Laurens argued that cross-subsidy was still relevant. He was aware that there was a trend to meet the needs of the rich families. However, he expressed some concerns about the curriculum and pedagogy.

Kurikulum dan proses pembelajarannya (harus) tetap membuat anak tumbuh menjadi pribadi yang utuh, bukan lagi pribadi yang teralienasi dari masyarakatnya. Itu yang tidak boleh terjadi. Kalau ada yang mau mendirikan sekolah semacam itu, tidak apa-apa

sih. Tapi harus tetap ada yang menjamin bahwa pendidikannya tetap berpihak pada masyarakat.

(The curriculum and learning process should allow students to grow into whole individuals who are not alienated from their society. The latter should not happen. It is okay to establish those kinds of schools [for rich families]. However, there should be a guarantee that the education process is directed toward maintaining and improving the public good.)

Thoughts, writing, and access for policy makers. Laurens shared his thoughts about teaching and education through writing and speaking to different occasions. His writing was often critical. Many of his articles appeared in the national newspaper criticizing educational policies such as the national examination. What he saw on TV one day showed him that people were read his writing.

Misalnya kalau pagi ini tulisan saya muncul di Kompas bagian atas, lalu saya lihat di televisi, wakil menteri bicara bla-bla-bla, dan itu kosa katanya, kalimatnya, kalimat saya. Berarti dia baca. Bagi saya menarik di situ.

(For example, this morning my article appeared in the Kompas [National Daily Newspaper], then I saw on TV the assistant to the Minister of Education talking bla-bla-bla. The vocabulary and the sentences were mine. He read my article. For me this was very interesting.)

Through his writing, Laurens also gained access to policy makers and government officials. When his second book was published, he was invited to meet with the Director of The Directorate of Vocational Schools in Jakarta. He had read his book and wanted to hear him speak directly about his thoughts. Another writing published in regional newspaper, earned him an invitation to meet the city major in person.

Wali kota, melalui kepala dinas, pernah menilpon saya. Mas, Pak Wali kota ingin mengundang anda ini setelah membaca tulisan anda hari ini, di Kompas yang di regional. Bisa cerita enggak?

(The city major asked the local ministry of education chief's office called me. Sir, the mayor is inviting you after reading your article in Kompas today. Can you talk about that with him?)

Teacher professional development (PD) in Indonesia. Laurens believed that ideally teacher candidates could gain competencies in theory and practice but that teacher education needed to do more.

Mahasiswa datang ke FKIP dengan motivasi yang beragam. Selain memberikan bekal-bekal keilmuan, melalui berbagai forum dan mekanisme, FKIP membantu memurnikan motivasi, terus menerus menjernihkan impian-impian hidupnya, sampai ketemu bahwa menjadi guru ini adalah pilihan hidup saya. Setelah lulus, lembaga penerima guru membantu juga (untuk bertumbuh dan memurnikan motivasi). Motivasi ini penting karena bersinggungan dengan hal-hal pedagogis. Mendidik tanpa motivasi (yang benar) biasanya tidak memberikan impact apa-apa pada para muridnya.

(Students come to Teacher Education Program (TEP) with various motivations. In addition to supporting them with knowledge about content and pedagogy. . . TEP should support them to refine their motivation and to support their dreams of becoming a teacher and to see teaching as a lifelong profession. When they graduate from TEP, their employer schools are supposed to help them with in-service support to help them grow and refine their motivation continuously.)

In reality, Lauren's described employer schools as not caring so much about the growth of new teachers, especially the public schools. New teachers received minimal to no support from their host institutions. Public school teachers often viewed teaching as a routine job. In general, private schools had more interest and supports for the growth of their teachers. They wanted to have motivated teacher for maximum students' learning. Laurens highlighted that:

Motivasi ini penting karena bersinggungan dengan hal-hal pedagogis. Mendidik tanpa motivasi (yang benar) biasanya tidak memberikan impact apa-apa pada para muridnya. (Motivation is very important because it relates to pedagogical aspects. Educating without (the right) motivation usually will not have much impact on students.)

Laurens identified discontinuity as one problem with teacher professional development. Teacher professional development initiatives were never thoroughly developed into a grand design that would be sustainable regardless of which political figures came to power. Furthermore, each new minister established and imposed new policies. As a result, teacher PD initiatives were discontinued, sporadic, partial, subject to replacement, and accessible to only a small percentage of teachers. The following was how Laurens interpreted this.

Akar persoalannya adalah Kementrian Pendidikan tidak melihat (realita sebenarnya). Persoalan di lapangan yang persis itu seperti apa tidak pernah diolah. Coba temukan dulu lah factor yang mempengaruhi kemauan dan kehendak guru untuk mengembangkan diri. Ketika dimunculkan program, tidak boleh berhenti, berumur hanya satu dua tahun. Tetapi harus berlangsung dan berkelanjutan.

(The root cause of the problem is because the ministry of education does not understand the reality of their teachers. They never investigate and examine the real problems in the field. [They should] try first to identify the influencing factors for teachers' willingness to develop themselves. When a program is finally established, it should not stop after a year or two. It has to be sustained to be successful.)

If there was one thing that Laurens wanted to make happen, it would not be changing administrative agendas or the mastery of subject matter. It would be something that rarely happens. When it does happen, it is facilitated by non-teachers, theorists, or academics and, Lauren thought that teachers are not particularly receptive to their suggestions. .

Bagi saya persoalan yang nasional saya lihat dan itu tidak banyak dilakukan adalah membenahi spirit guru, membangun spirit guru, membangun visi guru. ... tidak mudah membumikan itu. Tidak mudah untuk meyakinkan para guru ketika membangun spiritualitasnya, dibantu oleh pihak yang tidak memahami mereka. Nah kehadiran saya mempunyai nilai yang berbeda, untuk tidak disebut punya nilai lebih, bahwa saya adalah sesama guru.

(For me, a national problem that few people have addressed is refining the spirit of teachers, building their passions and visions for teaching. . . .It is not easy to make this down to earth for teachers. It is not an easy job to convince teachers to build spirituality for teaching by those who did not understand them. In this regard, I have something different to offer, not to say that I have something more, but because I am a teacher myself [I understand them].)

Laurens' suggestion at the national level would be access to professional development for all teachers.

Semua guru harus mendapatkan kesempatan untuk bersentuhan dengan program itu. Artinya, yang selama ini terjadi, tidak semua guru mendapatkan kesempatan yang sama. Pengembangan-pengembangan guru dan berbagai kesempatan hanya dinikmati oleh sebagian guru. Tidak mudah memang menjangkau satu juta dua ratus ribu guru dari timur ke barat. Itu baru guru negeri. Masih ada guru swasta dengan jumlah sama yang terabaikan. Selama ini kalau orang menyebut guru, hanya menghitung guru negeri.

(All teachers should have the same access to professional development. What has happened so far is that professional development and other opportunities were enjoyed only by small number of teachers. It is not easy to reach twelve hundred thousand teachers from the east to the west parts of Indonesia. That is just public school teachers. There are

neglected private school teachers of the same number. When people talk about teachers, only public school teachers count; all other private school teachers are not counted.)

Indeed, it was not easy to provide access to all teachers. So far, there were many centers for teachers learning already, but those places were rarely used. The problem was not about facilities, but more the lack of trainers. Laurens, then, we would not have any problem. It was impossible to clone Laurens but one plan he had was to train capable senior teachers to be teacher motivators, trainers, and workshop leaders like himself.

Itu sebenarnya yang saya impikan lalu mengkloning. Tapi kan pembentukan orang itu kan sejarah hidupnya nggak sama. Untuk mengkloning (semangat saya kepada) seratus orang, itu harus dengan ketat, harus saya yang membuatnya itu, supaya yang 100 itu sungguh-sungguh siap dan mampu. Kendali mutunya itu ada pada saya.

(I have been thinking about cloning myself. But the fact is that every person has a different history of growing up. To clone [my vision and enthusiasm to] 100 eager teachers would be an intensive process. I would have to ensure their readiness and capability. The quality control would be on me.)

Laurens felt good about being a role model for teachers and students. He continued writing and finding alternatives. He also responded to as many invitations as possible. In 2017 alone, he presented at 57 professional workshops and learning forums on top of his regular teaching at his high school and at universities.

CHAPTER 5

CROSS-CASES ANALYSIS

This research has raised issues in teacher professional learning and other issues of which I was not aware before I began this study. In analyzing my cases, I identified the following shared issues: (a) characteristics of teacher professional learning, (b) cost of education and IBO programs in Indonesia, (c) best practices, and (d) minimal change.

Teacher Professional Learning

Across the three cases, the stories revealed that teacher professional learning happened within some kind of structures.

Supportive Structure for Learning

In Case 1 and Case 2, all the workshop leaders started as junior teachers in their respective schools. They participated in the professional learning habitat within the schools and attained achievements that qualified them to become teacher leaders including grade level coordinators and assistant principals. Ultimately, they were selected or self-nominated for further IBEN (International Baccalaureate Educator Network) trainings to become workshop leaders. In Case 3, Laurens grew professionally within a religious school structure. After 10 years of struggle and a further 10 years of persistence practice and continuing education he also began to share his professional learning with other teachers.

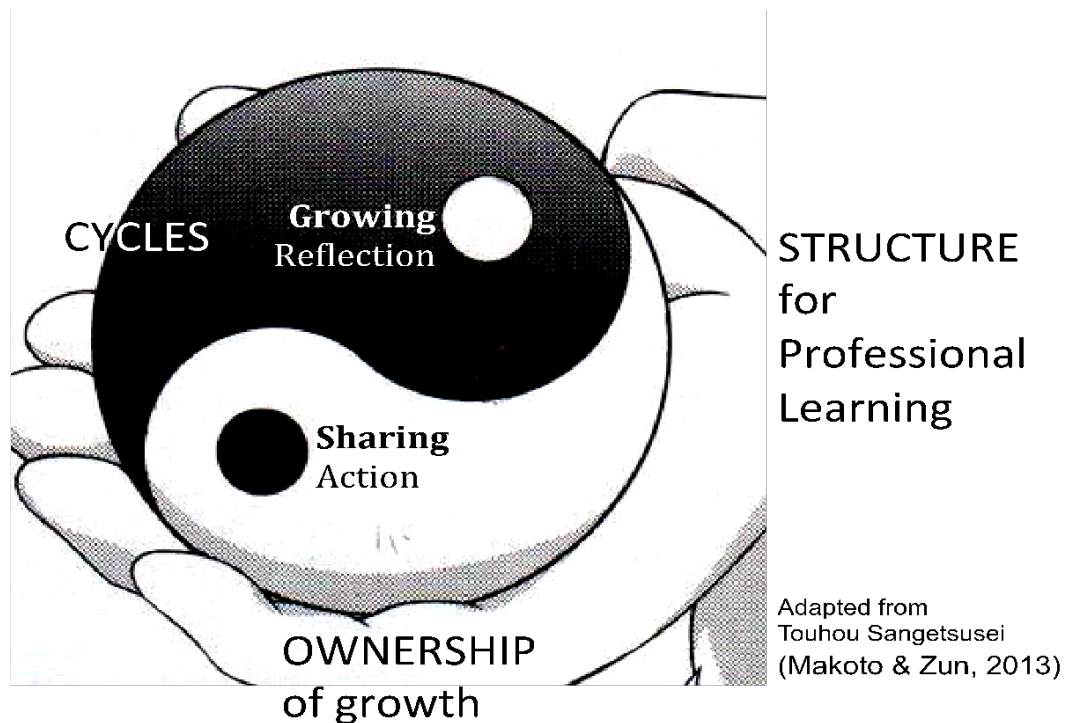
Cycles

Across the three cases, professional learning happened as a repeated or spiraling cycle of growing and sharing, reflection and action. . Since the early stages of their professional growth, these workshop leaders shared what they learned with other teachers. The action of sharing

confirmed and extended their own learning. Questions and discussions from sharing sessions supported their growth and inspired them to continue learning.

Figure 5.1

The Ying-Yang of Teacher Professional Learning



Ownership

In all cases, it was evident that these teachers took ownership of their learning and growth. Ownership represented commitment, hard work, being open minded, engagement, responsibility, and a sense of belonging. All the workshop leaders demonstrated individual persistence for learning and achievement. At the same time, they collaborated and contributed to teamwork. All of them assumed responsibility and leadership roles. They embraced the idea of being lifelong learners.

The image of *a palm holding a ying-yang ball* (Makoto & Zun, 2013) can be used to represent key ideas in teacher professional learning, namely support structures for professional development, cycles of growing and learning, and ownership of growth. See Figure 5.1.

The *image* represents important components in teacher professional learning. The fingers holding the ball represent the importance of ownership by participants as a result of their professional development. The arm extension from the palm represents a structure of some sort that allows professional growth to happen. The ying-yang ball of growing and sharing, reflection and action, represents the participants' impulse for sharing and action followed by further growth and reflection. The following quote shows Katrina's and Emilia's sharing in their early growth of learning to teach.

Katrina: Jadi gini lho. kita sebelumnya sudah pernah kasih workshop. sebelum kita jadi workshop leader. Sekolah itu memberi fasilitas kita untuk mentraining sekolah-sekolah lokal. Lalu setelah kita attend workshop [IB] sangat menarik sangat interaktif. Jadi inspiring kita gitu loh. Wah kayaknya enak juga ya pakai metode ini. Jadi kita lebih banyak belajar, jadi lebih intens, kasih workshop-workshop.

(This is the story. We had been giving [our own individual] workshops before we became IB workshop leaders. Our schools gave us opportunities to give training to local schools. We found IB trainings inspiring and we thought it would be better to use IB ways. We learned a lot. Then, we gave more workshops.)

Emilia: Jadi lebih bagus gitu kan. Jadi gini. kita sebagai guru senior juga diwajibkan running-running workshop untuk sekolah-sekolah lokal.

(We got better ourselves. As senior teachers at our schools, we were required to give workshops to teachers from other local schools.)

The workshop leaders' professional development journey was like an accumulation of skills resulting from their own learning and what they learned from this sharing. The power of growing brought individuals out from the darkness of unknowing. Learned perspectives, knowledge, skills, and attitudes were shreds of light that gave them tools to make sense of their experience, to gain new understanding, to be aware of different perspectives, to make more informed decisions, and to teach differently. The passion for sharing caused these individuals to

stand up and tell others about the good things they learned so that more people could share and use the ideas, and even go beyond. The more they gained, the more they wanted to share.

The dark spot in the white area represents that there is always something that is not yet known. This awareness develops the attitude of being humble. The dark spot could also mean that there are always tensions and challenges that they have to overcome at every stage of learning. This understanding helps them to remain strong and to never give up.

In case 1, Emma Tina, Agus had a shared tension about the number of time they could be released from their school to lead teacher workshops.

Agus: IBO and also other schools need more workshop leaders. When we don't have enough opportunities to help them, this is not a challenge for me personally, but for IB schools in general. Besides, we bring our school name when we are out there.

Emma: That's your perspective. School leaders might see it differently.

Tina: Maybe, four times in a year would be great, so that each term we can run one workshop elsewhere.

The white area in the dark symbolizes that there is always hope for enlightenment in midst of unknowing or troubles. For Laurens, in case 3, the white spot in the dark could represent that regardless how small the effort, it is worth doing. Making a difference with one teacher could mean making changes for many students. For Laurens, change happens, sometimes only one person at a time.

Laurens: (In response to the postings of workshop participant) *Saya membantu mereka untuk menata pikirannya, menata cara mengungkapkan pikirannya. Bagi saya, tulisan dari peserta tadi menguatkan bahwa perubahan itu ada. Perubahah itu bergerak. Nyata dari para peserta yang menuliskan kembali (apa yang saya sampaikan).* (I helped them to organize their thoughts, to organize how their express their thinking. For me, the participant's posting confirms that there is a change. Change rolls. Change is real and shown by what the participant wrote [about what I said].)

These workshop leaders had become what Hargreaves and Shirley (2012) describe as “a human dynamo.” In their respective circles of influence, they inspired and empowered other

teachers to improve their professional competence. In Hargreaves's and Shirley's words, they were "a bundle of energy that lights up everything and everyone" around them (Hargreaves & Shirley, 2012, p. 200).

Cost of Education and IBO Programs in Indonesia

By law, the Indonesian government is responsible to provide education for all students. In reality, public schools have limited capacity and can only take a certain number of students and quality varies from very good to very poor. In places where the quantity and/or quality are problematic, parents send their children to private schools. The tuition at public schools is not much of a consideration for middle and high SES parents. Some parents send their children to religious schools. Organizations and foundations offer educational opportunities for some students with the goal of disseminating their particular values. Even with all these choices, there are not sufficient options for all children to go to school, especially for families living in poverty and especially for middle school and higher.

The growth of the middle class in Indonesia has put pressure on the government to provide a better quality of education. For higher SES families, they have increasing options within the private school system. Private school providers have opened new programs to attract families of high SES status who have begun to understand the value of more progressive education approaches. School providers map parent stakeholder interests and offer schools within their price range. IB programs have become one type of prestigious private schools available only to higher SES families.

Participants in Case 1 and 2 thought that the motivation for IB programs to come to Indonesia was financial. They were aware that the programs were attractive to parents because

they were rigorous at the higher-grade levels and progressive at the elementary level, but they all thought the fees were too high.

Emma: The pricing. I wish that IB was not this expensive. If the purpose is to reach as many schools or students, then, the cost should not be that expensive.

Agus: [IB programs have come to Asia including Indonesia to] make money. . . . The reason schools adopt IB . . . is marketing competition.

Providing good facilities and programs for high-SES schooling is expensive. For these kinds of schools, offering IB programs means additional expenses such as annual institutional fees, examination fees per student per subject for middle and high schools, and mandatory professional development fees for teachers to attend training and conferences. In addition, salaries for teachers and administrators are a large expense especially when they employing expatriate educators.

Emma: I think IB is an education business. So, the purpose is like business. But one good thing is that even though they charge a high cost, they [IB] provide a lot of supporting research as well.

Tina: It is an organization but sometimes it feels more like a corporation. First you have to pay to get to use all the documents and everything. We also have to pay for training. They want to be known as this world education organization [and they come here because] Asia offers a lot of potential [markets].

It is common among private schools to have cross-subsidy strategies where those with higher income pay more to help those who are less fortunate. Another initiative to help the needy families is by giving scholarship for eligible students.

Emma: There are children of teachers and staffs who get special discounts so that they can study here. There was also a scholarship for top academic achievers.

Laurens: *Hakikat dari subsidi silang adalah orang membayar sesuai dengan kemampuannya.*

(The essence of cross-subsidy is that people pay the amount they can afford.)

About elite schools in luxury residential complexes, Laurens wanted a pedagogy and curriculum that reflected real life so that the students were aware of the reality of life outside the school. He felt students needed to be aware of the world around them, that there were other children who were not as lucky as they were. He wanted them to be aware that there are people who struggle every day to earn just enough for daily food.

Laurens: *Sebagian masyarakat kita memang membutuhkan pelayanan yang lebih. Meskipun sekolah berdiri di kompleks yang elit, . . . kurikulum dan proses pembelajarannya [harus] tetap membuat anak tumbuh menjadi pribadi yang utuh, bukan lagi pribadi yang teralienasi dari masyarakatnya.*

(Some parts of our society indeed need extra services. Even though schools are established in elite residential complex, . . . curriculum and learning processes [should] make them grow into holistic individuals, instead being alienated from their society.)

All of the workshop participants in this study were concerned about children living in poverty and their limited access to good education. One of their motivations for helping teachers, especially in private schools, to develop their teaching practices was because they wanted to improve the education that all children are given.

Best Practices

When workshop leaders in Cases 1 and 2 mentioned *best practices*, they referred to classroom pedagogical practices that reflect Dewey's progressive education. Dewey mentioned, "The rise of what is called new education and progressive schools is of itself a product of discontent with traditional education" (Dewey, 1938, p. 5). This was evident for the workshop leaders in Case 1 and Case 2 when they talked about *best practices* they learned in the implementation of IB-PYP. They talked about a departure from the current mainstream of education in Indonesia that was content-based, one-way transfer, teacher-centered, and teach-to-the-test oriented.

Katrina: *Mengenai idealisme pendidikan, kita tahu bahwa IB ini adalah best practice, kita mau menyebarkan ini.*

(Thinking about ideal education, we know that IB is best practice, we want to spread these best practices.)

The growing number of parents who are not happy with the quality of education in most public and private schools has motivated the need to provide more schools with progressive education. Even though limited in numbers, there is an increase in the development of more inquiry-based and thinking-based pedagogy in current prestigious private schools. It is also evident in the National Curriculum 2013 that reflects a thematic and inquiry approach to education. The problem, however, is that teachers are not trained or knowledgeable about how to teach in more progressive ways.

I am aware that alternative schools and other new, progressive private schools such as *sekolah alam* (natural environment schools) have been developing in many places in Indonesia. Teachers at *Sekolah Tumbuh* (School for Growing), a school situated in Yogyakarta, has just published a book about their action research with support and motivation from my participant, Laurens. In addition to these examples, religious-affiliated schools are known for their character development and academic achievement. They also have begun to implement a more progressive pedagogy.

On the contrary, proponents of traditional education, including policy makers and mainstream education practitioners in Indonesia, may not know about progressive educational approaches. For them, increasing the quality of education means working harder to score higher on the examinations. From their perspective, standardized national exams are the tool by which to measure the quality of schools; improving school quality means raising the bar, i.e., increasing the level for passing grades. They could not imagine any other ways to increase the quality of national education. *”Ketika tidak ada ujian nasional, semua santai-santai saja karena murid*

pasti lulus ujian (When there is no national examination, everyone will relax because all the students will eventually graduate),” said Jusuf Kalla, who is currently the vice president of Indonesia (*Setiyawan*, 2014, paragraph 18). Kalla is a prominent bureaucrat who supports the national examination.

”[Batas angka lulus] harus dinaikkan secara bertahap. Anak-anak memang harus bekerja keras. Tidak ada bangsa yang bisa maju tanpa kerja keras. Tidak ada yang bisa maju tanpa belajar dan target yang jelas [Passing grades] should be increased gradually. (Students must work hard. No nation can advance without working hard. No one can improve without studying and without a clear target). (Kalla cited in Setiyawan, 2014, paragraph 14)

Progressive educators disagree with Kalla. Soedarjito, a professor of education from the State University, Jakarta, voices his opposition:

UN justru akan mengurangi kreativitas belajar sampai menghilangkan semangat untuk menemukan hal-hal baru. Murid hanya belajar yang akan diujikan.
(The National Examinations only decrease learning creativity and takes away enthusiasm for innovation. Students only learn what they suppose will appear on the examination.)
(Soedarjito cited in *Setiyawan*, 2014, paragraph 20)

In case 3, Laurens argues that it is not fair to judge all students with the same evaluation tool when they did not get the same opportunity for quality education.

Laurens: *Mungkin saya salah satu yang mengatakan “Silakan ujian nasional diterapkan untuk standarisasi, tetapi jangan dipakai sebagai penentu kelulusan murid.” Akhirnya 3 tahun terakhir ini ujian nasional tidak dipakai sebagai penentu kelulusan.*
(I was one of them who said “You can use a national examination for a standardized assessment, but don’t make it a graduation requirement.” Eventually, in the last three years, the national examination is no longer a graduation requirement.)

Many teachers and administrators in more progressive schools are moving away from the traditional education seen in many public and private schools. They develop their own teaching and learning environments where values and standards are developed and revisited on regular basis. While these schools support their teachers with continuous professional development, they do not regularly interact with teachers from other schools or share what they know. This is what

makes my case study teachers unique; they are on a mission to share what they have learned and to improve teacher professional development in Indonesia.

Minimal Change

“Many experts have made genuine suggestions on how to improve our education system, which is essential for the prosperity and liberty of our nation. But debates continue because there have been no significant changes” (Simarmata, 2008). There is a gap between the discourses about improving education and the policies and practices in schools. Simarmata also identified four essentials in education that include “curriculum, . . . teachers, students, and methods” (paragraph 6). Each of these aspects would need to change if there is to be a more progressive education system in Indonesia.

Another observation was made in an article by Firman and Tola (2008). They noticed many initiatives that they considered to be educational reforms.

The reforms include among other things the implementation of school-based management, school-level curriculum, school-based teacher professional development, teacher certification, international benchmarking, and national examinations. . . . to synergically cause . . . effective . . . quality education services. (p. 71)

Firman and Tola claimed that the reforms have enabled school restructuring towards the delivery of quality education. However, they did not discuss the readiness of teachers and administrators to accept or develop these initiatives.

Joko Widodo’s administration has planned to re-organize education in order to strengthen character education, empower vocational schools, improve access by issuing *Kartu Indonesia Pintar* (Smart Indonesia Cards), and *Guru Garis Depan* (Frontline Teachers)—a policy of sending teachers to remote, underserved, and frontier locations, and to refocus K-12 and higher education. While there are a large numbers of teachers and teacher education graduates, there is

still the challenge of distribution and quality improvement of teacher graduates. The low quality of teachers in general has also been identified as a contributing factor to the poor achievement of Indonesian education (Napitulu, 2013). One reason for the low quality of teachers is that they rarely get professional development opportunities once they are hired (Gultom as quoted in Setiyawan, 2014).

It is likely that little is changing because there is little improvement of capacity and professionalism on the part of teachers. As previously discussed in the literature about successful educational reforms, school improvement requires the development of teachers' skills and knowledge with longitudinal support if the changes are to be fully integrated into teachers' practices (Hargreaves et al., 2010; Hargreaves & Shirley, 2012). Many educational thinkers highlight the importance of investing in teachers (Darling-Hammond, 2006; Darling-Hammond, 2006; Glass, 2008; Ravitch, 2010).

Indonesia needs a comprehensive plan for teacher professional development (Damanik, 2013). The implementation of the Curriculum 2013 is also in peril without well-prepared teachers. *“Dengan bahan ajar dan cara yang benar, peran inspirator dari guru . . . akan ada lompatan dalam pendidikan kita* (With the right materials and teaching methods, inspirational teachers can bring . . . a leap of quality in our education)” (Akuntono, 2012).

Neoliberalism, Education, and Injustice

Just as in other educational systems in the world, neoliberal practices in Indonesia have grown like a giant web. Profit making activities by large corporations have influenced public life including education. Detergent, salt, matches, candle, MSG, and instant noodle have penetrated and reached even the most isolated indigenous communities in the Indonesian archipelago. World neoliberal corporations have operated software, hardware, and natural resources industries

including natural gas liquefaction plants, offshore oil rigs, and copper and gold mines take resources out of Indonesia. In education, textbooks and school supply producers have influenced national policymakers down to principals. Their lobbyists were able to tap into policy making mechanism, i.e., Ball's policy networks (2012), to retrieve or infuse messages enabling them to produce products and services mandated by upcoming policies. Profit making happens in many aspects of schooling including the commercialization of textbooks (Jailani, 2014).

Figure 5.2

The Social Map of IB Schools in Indonesia

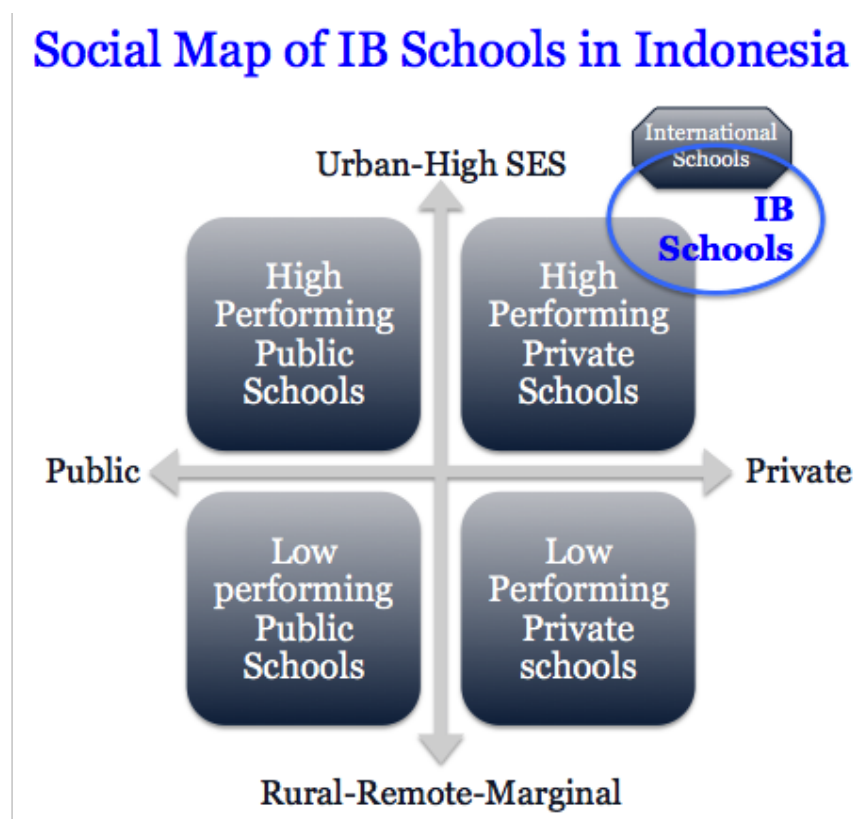


Figure 5.2 illustrates the social positioning of IB schools in Indonesia. IB programs are offered in 32 high performing private and International schools. All high performing public schools are traditional and they admit only top scorers on the national examination to fill their admission quota. Most high performing private schools are effective traditional schools with

motivated and academically talented students from high SES families. Some high performing private schools are new establishments in high socioeconomic status (SES) residential areas; these schools are developed for carefully targeted mid- and high-SES families to guarantee the schools' return of investment. Some schools are even established to promote property sales in the immediate neighboring residential areas. The rest are low performing schools serving the majority of Indonesian students including those who live in rural, remote, and marginal territories including urban marginal societies.

It can be argued that the presence of IB schools only strengthens the gap between low and high performing schools. The high cost associated with the implementation of IB programs must have motivated my research participants' impression that IBO comes to Indonesia and Asia in general for financial profits. Students in IB schools are the main recipients of benefits coming from IB education. Teachers are the next immediate recipients of IB-sponsored teacher professional development. IB schools will remain ivory towers that perpetuate inequalities in the landscape of Indonesian education when IB schools stay isolated and do not help improve the quality of education in their immediate surroundings.

In Case 1, my research participants contributed to their host school agenda for sharing what they called *best practices*. The term *best practice* is used to describe effective classroom techniques and activities that promote student-centered, inquiry-based, and multiple-intelligent ideas associated with Dewey and Freire's progressive education. In Case 2, both research participants also shared *best practices* with teachers outside their IB schools. What they shared came from, or was inspired by, the IB-PYP thinking framework, but they avoided using IB terminologies. Exposure to IB ideas allowed them to understand what it takes to plan effective

instruction. They wanted to share this thinking framework with other teachers in non-IB schools to improve education generally in Indonesia.

Case 2 teachers were concerned that sharing IB practices raised ethical issues even when their sharing did not use IB terminologies or materials. I cannot imagine what the IBO office might say about this kind of sharing. In Indonesia, and probably like many other developing nations, information and access to published materials are limited. However, people want affordable resources to learn and grow. As a result, copyright laws are not well respected and copy centers are popular business sites receiving orders to print single chapters or whole books. University students often possess more copied versions than there are original books.

Local publishers sometimes obtain limited permits to print popular books and dictionaries to sell in Indonesia. Smaller printing industries in the black market also make profits by reproducing popular books that they sell at lower prices. In some instances, a book in the black market edition is cheaper than the cost of photocopying the book. Book fairs by national and international publishers are always very popular and are often conducted in huge facilities attracting thousands of visitors. Growing middle class families buy original and imported books and family libraries have become social class markers.

Amid these culture attitudes toward sharing that often disregards copyrights, it is interesting that Case 2 workshops leaders were cautious about IB intellectual properties. They seemed to respect the integrity of the IB-PYP right to their own ideas. They were eager to help other teachers to grow and share the expertise that they had, but they respected the IB property boundaries. Their concerns are rare in a context where copyrights are in competition with service industries that seem to have claimed for themselves a right to make copies.

In this chapter I have described what I learned from a cross-case analysis of my data. The first theme about teacher professional learning was the strongest theme in the data across the three cases. The following four themes of costs, best practices, minimal change, and the connection of neoliberalism, education, and injustice demonstrated how my data conversed with current educational contexts in Indonesia. These four themes helped me understand the connections of my participants' engagement with other teachers outside their respective schools.

CHAPTER 6

CRITICAL THINKING AND INDONESIAN EDUCATION

Critical thinking: It is a type of thought that even 3-year-olds can engage in—and even trained scientists can fail in. (Willingham, 2007, p. 9)

The purpose of this chapter is to examine the concept of critical thinking in the context of Indonesian education and the general lack of attention to it. The first section describes my interest in this concept and the necessity of discussing critical thinking related to teacher professional development. The second section discusses how critical thinking is understood in the context of education more generally. The third part is a review of the critical thinking literature and what some educators say about it. The fourth section provides a profile of the general conditions of teachers in Indonesia. Finally, I present some recommendations to promote engagement with critical thinking skills in Indonesian education, particularly related to the professional development of teachers.

Background: Concerns for Critical Thinking

My interest in critical thinking developed from the following three events, namely my own work supporting professional development at schools in Papua in Eastern Indonesia, a student organization trying to stop budget corruption in their high school in Surakarta, Central Java, and the use of religious issues in the governor election in the Capital Special District Jakarta (DKI–*Daerah Khusus Ibukota*) province in 2017. Each of these help to illustrate the context in Indonesia related to critical thinking.

First Event

From 2006-2012, I was hired in a remote mining town in Papua to be the coordinating school principal to improve the school's quality. This private school campus was established

several decades ago serving children from kindergarten to grade 9. The school and a second international school campus serving expatriate children of the same age group co-existed side-by-side. Because of cultural and language barriers, interactions between the international schools and the national schools had been minimal. While the international school was a highly funded progressive school and was an authorized International Baccalaureate Primary Years-Program (IB-PYP) school in 2007, the national school remained with a traditional, heavily lecture-based, content-driven program loaded with teach-to-the-test pedagogy. The quality gap had only increased over time.

After assessing the resources and exploring possibility to transform the national school, I was able to convince the school authorities that the national school also needed to adopt the same IB-PYP. The decision was made and implementation stages were outlined including sharing between schools and working to convince the teachers and school leaders in the national school to adopt these progressive ideas. The IB-PYP program was introduced to parents and other stakeholders and they were all happy with the initiative. Surprisingly, bitter rejections came from some of the teachers who thought that their school had been a success over the years and they did not want the school to change. While junior teachers were open to the new ideas for improvement, senior and mid-senior teachers rejected the idea fiercely. They considered all professional development for the IB-PYP implementation as a direct threat to the status quo. From their perspective, there was no other kind of successful teaching. They felt comfortable and were not willing to consider potential positive aspects of the IB-PYP program.

This experience made me aware of the impact of teacher attitudes and how they could stifle new possibilities for the school. They lived in their own comfort zones and change seemed scary to them.

Second Event

For me, the need for critical thinking is illustrated in the following video https://www.youtube.com/watch?time_continue=8&v=Qgu4vwdZGoQ. The video shows the courage of a group of students in a public school in Surakarta, Central Java, in 2008, who spoke out loudly against the practices of corruption at their school. A vice principal tried to take away 20% of the allocated budget meant for a student organization publication. Then, the students discovered that their overall student activities budget was not even 25% of the amount posted in the school budget. They even found budget allocations for renovations and equipment purchases for a multi-media room that were non-existent. They established a student task force to investigate the case and to organize a school meeting requiring clarification from their teachers. Local media covered the meeting.

The night after the school meeting the task force group began to receive phone calls from supporters, but there were also threatening calls saying that they should stop and withdraw their evidence. The following week, a group of five former graduates from 22 years earlier asked to meet them. At the meeting, these former graduates stated that their actions against corruption would not amount anything and they should give up. They argued that corruption had become systemic and there was no way they could stop this. The taskforce members were surprised to hear their message. They had expected confirmation and support for what they had been doing. The students firmly talked back to the graduates making a case against corruption.

Oh, makanya system di Indonesia bisa bobrok seperti ini ya Pak ya. Karna orang-orang Indonesia 20 tahun di atas saya ini orangnya seperti anda-anda ini. Makanya Indonesia seperti ini sekarang. Oke lah system sudah seperti itu, tapi kita paling enggak sudah lebih bagus karena kita sudah berani mengadakan perubahan walaupun dari yang di sekitar kita dulu.

(Oh, that is why the Indonesian system is this bad, right Sir. It's because Indonesians, 20 years older than me, are people like you. No wonder Indonesia is now like this [with lots of corrupt practices]. Fine! The system has been that bad, but at least now we are better

already, because we have the courage to change even though we are only starting from small things around us.)

The city major, who later became the governor of the Greater Jakarta Area and the ultimately the President of Indonesia, took their case seriously, examined the case carefully, found the principal and some teachers guilty, and punished them for what they had done.

This event demonstrates how difficult it is to stop corrupt practices or the students would not have received so many threats and challenges to what they were doing. It is discouraging that corruption happens in educational institutions that are supposed to be teaching honesty, respect, and other important social values. The courage of these students inspired their colleagues to stand up against corruption in their schools. The event continues to inspire other courageous actions by critical thinkers to fight against injustice.

Third Event

At the final round of the governor election in the Capital Special District Jakarta (DKI) province, the incumbent candidate, Ahok-Jarot, was defeated by the rival candidate Anies-Sandi by 48:52 percent. The result likely indicated that voters in the DKI party preferred a Muslim candidate, even though he had neither credibility nor a proven record of success over Christian-Muslim candidates who had credibility and a proven record of effectiveness, productivity, and zero corruption. “Almost 60 percent of Jakarta voters gave their votes to other pairs [candidates] . . . 70 percent of Jakarta residents were satisfied with the way Ahok had managed the city” yet he lost the election (Herlijanto, 2017). The political supporters behind Anies-Sandi used politicized religious issues to obtain grassroots support. In addition, they used negative campaigns by spinning religious sensitivities to attack their opponent. In the end, the general message of the election shifted from finding productive, capable, and corruption-free leaders to

voting for leaders who were Muslims. Tobias Basuki, an analyst from an Indonesian think tank, was quoted by CNN saying

There will not be any drastic changes to Jakarta, Anies will not apply Sharia law, but now this is a steep learning curve for politicians and political parties at seeing how [effective] religious issues are, even when used against an incumbent who was performing very well. (Westcott, 2017)

This event demonstrates how vulnerable the general public is to the influence of political movements that use religious sentiments for their political agenda. They were controlled by political messages and appeared not to have the skills or motivation to critically evaluate the messages. Often times, people demonstrate loyalty and obedience to local religious leaders and this restricts their ability to think critically. When citizens are influenced by political propagandas, leaders can have a strong effect on recruiting other people to their zone of influence. This was clear in 2016-2017 in the mobilization of thousands of people from outside Jakarta who joined several demonstrations against the incumbent governor prior to and after the election.

The three events above highlight for me the importance of engagement in critical thinking to improve education, eradicate corruption, and promote national productivity and unity. Indonesian education is socially embedded in a culture of practices where critical thinking is often discouraged. Social norms favor togetherness and harmony over speaking up and being critical of injustices. A less-critical society is vulnerable to agitation and provocation especially by the politicization of religious issues. Teachers who grew up and were trained in such socio-cultural and education contexts will likely reproduce generations who are unable to think critically and vulnerable to the greed and religious agendas of political leaders.

Conceptions of Critical Thinking

Critical thinking is a broad concept that is difficult to pin down (Garrison, 1991; Vaske, 2001). This section aims to find a practical understanding of critical thinking to use in my arguments for why critical thinking skills should be developed in education, especially for teachers in Indonesia.

Critical thinking is traceable back twenty-five centuries during the era of Socrates, Plato and Aristotle (Adler, 1991; Gul & Boman, 2006; Saeed et al., 2012). Socrates argued for the power of reasoning to promote morality. As he famously said, “The unexamined life is not worthy living.” In the pursuit of education, Plato argued that students should not merely receive information; they need to “examine, to question, and to reflect upon thoughts and ideas” that they encounter (Gul & Boman, 2006 p.200). Bringing the ideas from his teacher Plato, Aristotle argued that critical thinking requires justification of the phenomena (Gul & Boman, 2006).

In light of Plato’s conception of being critical, it is important to develop a habit of examining, questioning, and reflecting upon data, events, and thoughts. Raising questions leads to careful examination and reflection. Questioning skills can become important tools in developing critical thinking (Schell, 1998).

Twenty-four centuries after the Greek philosophers, John Dewey suggested that critical thinking is related to how we make choices as we solve problems (Dewey, 1910; Gul & Boman, 2006). He argues that critical thinking is part of the process of inquiry into a problem, “The essence of critical thinking is suspended judgment; and the essence of this suspense is inquiry to determine the nature of the problem before proceeding into attempts at its solution” (Dewey, 1910, p.74). Critical thinking then is an essential part of doing inquiry and critical examination of data, knowledge, context, and events is necessary to solve problems through inquiry.

In doing research on adult learning, Hallenback (1964) described the instrumental purpose of critical thinking for adult learners is:

To maintain an adult population up to the standards of competence in the knowledge, wisdom, and skill which society requires; to develop in adults an understanding of the serious problems which interrupt the operations and progress of their cooperative society and prepare them to participate in the solution of these problems; and to provide all adults with opportunities for their highest possible development in attitudes, understanding, knowledge, and quality of human existence toward the goal of greater self-fulfillment and realization of each individual human being. (Hallenback, 1964 as cited in Vaske, 2001, p. 7)

Also, in the context of adult education, Vaske (2001) argues “Many adults are ill prepared to live, work, and function effectively in our fast-changing and highly technical society” (p. 1). There is a critical need for adults to possess skills to become “productive and informed” members of the society (p. 1). One way to do this is to promote critical thinking (Brookfield, 1997, 1998, 2000; Sternberg, 1985; Vaske, 2001). Critical thinking includes the abilities to “ask questions, challenge assumptions, invent new ways of solving problems, connect new knowledge to information they already have, and apply their knowledge and reasoning skills in new situations” (Vaske, 2001, p. 1).

There are a variety of ways that teachers can promote critical thinking. Mapping (Gul & Boman, 2006) and praxis (Ford & Profetto-McGrath, 1994; Vaske, 2001) are two such approaches. In mapping, students learn about “describing ideas about a topic in a pictorial form” (Gul & Boman, 2006, p. 201), like a web. The main idea is put in the center and related ideas grow outward in a web-like formation. Another model is “linking the sub-concepts to the main concept via the hierarchical or lateral nature of their relatedness with arrows, lines, symbols, simple phrases and signal words like lead, cause, have, need” (p. 202). Another web model is a cross-link map where the words are connected by lines to other words to represent their conceptual relationship. A fishbone diagram is also a useful tool to visualize related concepts

(Young, 2011). In practice, teachers and students should be engaged in the cycles of action and reflection (Vaske, 2001). In the practice of praxis, deep reflection is central in using knowledge into actions (Ford & Profetto-McGrath, 1994). Deep thinking of actions in the light of acquired knowledge will result in better-informed future actions.

Other powerful strategies for promoting critical thinking skills include questioning skills (Saeed et al., 2012; Schell, 1998) and the six thinking hats (De Bono, 1999). In these activities, the focus is on engaging with multiple perspectives. Paulo Freire marked the importance of critical think as praxis when he wrote, “This [liberation] can be done only by means of the praxis: reflection and action upon the world in order to transform it” (Freire, 1970, p. 51).

Teachers need access to resources and professional development to enrich their pedagogy and improve their critical thinking skills. The promotion of critical thinking should begin as early as elementary education (Allerman, Knighton, & Brophy, 2010; Foundation for Critical Thinking, 2014; Mehrmohammadi, 2006; Paul & Binker, 2012; Paul & Elder, 2014; Rock & Stepanian, 2010; Scriven & Paul, 2007). However, teaching children to be good critical thinkers requires teachers who can also think critically.

Once the curriculum includes critical thinking activities, assessment is needed to measure students’ skills in this area (Ku, 2009). Standardized tests do not easily assess critical thinking. One effective measurement approach is using a multi-response assessment format (Ku, 2009). This assessment allows students to respond in different ways using different strategies and skills that they have learned.

In addition to studies on critical thinking and curriculum (Anderson & Tredway, 2009; Begg, 2009; De Bono, 1999; Gallagher, Hipkins, & Zohar, 2012; Murdoch, 2010; Resnick, 2010), there is also strong research on critical thinking in the context of nursing education

(Anderson & Tredway, 2009; Elliott, 1996; Ford & Profetto-McGrath, 1994; Gul & Boman, 2006; Ku, 2009; Saeed et al., 2012; Schell, 1998). Critical thinking skills are useful for teachers and nurses in doing their respective jobs. Teachers who themselves have critical thinking skills will likely promote critical thinking skills in their classrooms. This argues for the need for professional development to support teachers developing critical thinking skills.

Literature on Critical Thinking in Indonesia

Recently there have been several reports about critical thinking in education in Indonesia. Asrul Karim reported on the use of guided inquiry in the teaching of math (Karim, 2011). Similarly, Kurniawati, Wartono, & Diantoro (2014) showed an improvement in students' critical thinking after the use of integrated guided inquiry learning. Alghadari reported (2013) that the use of problem-based learning improved students' ability and disposition to think critically in math classes. Asna (2014) reported on the implementation of an inquiry cycle using 5E (engagement, exploration, explanation, elaboration, and evaluation) to improve critical thinking (Abruscato & DeRosa, 2010). Karim (2011) mentioned critical thinking in connection with conceptual understanding, generalization, and problem solving. Kurniawati, Wartono, & Diantoro (2014) identified critical thinking skills through students' engagement in asking questions, addressing problem, formulating hypothesis, examining data, drawing conclusions, and their conceptual understanding to see the connections among different elements. Referring to other scholars, Alghadari (2013) defines critical thinking as related to finding alternatives, being open minded, reflecting, and acting in a timely manner. Asna (2014) elaborated how the 5E inquiry cycle helped students developed their problem solving skills. However none of these studies provided useful descriptions or discussions of concepts or development of critical

thinking skills (Alghadari, 2013; Asna, 2014; Karim, 2011; Kurniawati, Wartono, & Diantoro, 2014).

Among widely influential scholarly work on critical thinking was the work of Paulo Freire (1921-1997). Muhammad Agus Nuryatno (2006), in his dissertation *Education and Social Transformation: Investigating the Influence and Reception of Paulo Freire in Indonesia*, reported that Paulo Freire's critical pedagogy arrived in Indonesian among a limited group of scholars in the 1970s. He described the spread of Freire's ideas in the 1980s, which were widely discussed among social activists, educators, and scholars from the 1990s to 2005. Nuryatno claimed:

Paulo Freire has left a considerable intellectual legacy in Indonesian educational scholars and practitioners... it was not Freire's concept of literacy that found favor with Indonesian educational practitioners; rather, it was his vision of education as a means of improving critical capacities within learners and of driving social transformation. (Nuryatno, 2006, p. ii)

However, considering the contemporary conditions of Indonesian security, stability, corruption, and education, I have come to believe that policy makers, politicians, bureaucrats, and hardline religious leaders have been primarily influenced by political elites and conglomerate capitalists, rather than Freire. As such there is a competition between the politicians/capitalists, who often corrupt public money (Gabrillin, 2017; Pemantau, Indonesia, & Irawan, 2013) and the welfare coalition of clean bureaucrats, non-hardline religious leaders, scholars, practitioners, and the majority of people who want public welfare and social justice as in Freire's philosophy. Because of this competition and the power of the capitalists, the landscape of Indonesian education has not changed much over time and the majority of teachers still teach in traditional ways that Freire describes as a banking model of schooling (Freire, 1970, 1998).

Narrative Data on Teachers and Critical Thinking in Indonesia

Throughout the three cases in my research, workshop leaders' perspectives and engagement on critical thinking varied. In Case 1, Agus, Tina, and Emma described how IB-PYP promotes thinking and that the *thinker* is one of the student profiles. They described thinking abilities as covering creative and critical thinking. They also compared IB-PYP's inquiry learning and problem solving to traditional learning and memorizing for the test in most Indonesian schools.

Emma: Critical thinking is part of IB thinking skills. In order to inquire, you are engaged in different thinking skills. I think there is a correlation between inquiry and critical thinking. One element in IB is approaches to teaching and learning which includes thinking skills.

Tina: [Whereas in the Indonesian curriculum] it's like you only have one answer. If there is only one answer, it is difficult to include critical thinking. If inquiry requires one to explore problems and questions, this is a rich context for developing critical thinking.

Even though Case participants could identify critical thinking as part of the IB curriculum, their understandings of this concept were fairly limited.

In Case 2, the participants, Katrina and Emilia, described their understanding about critical thinking. In their opinion Indonesian teachers in their workshops needed spoon-feeding and did not show engagement in critical thinking except a few who could think out of the box.

Katrina: *Critical thinking itu dia bisa menggunakan pemikirannya untuk bisa beradaptasi dengan berbagai macam situasi. bisa untuk memecahkan masalah, bisa untuk memberikan ide, disesuaikan dengan konteks situasi yang ada. Jadi bagaimana dia bisa menganalisa lah. menganalisa keadaan sehingga bisa mengantisipasi, dan juga bisa mencari solusi.*

(Critical thinking is using their reasoning to adapt to various situations, to solve problems, to give ideas within the given context. So, it is about analyzing a situation in order to anticipate, and also to find solutions.)

Emilia: And also, when they think, they think about both sides?

Katrina: *Ini kita bisa bicara begini melihat pengalaman dari memberikan workshop ya. Jadi ada satu dua yang bisa berpikir di luar kotak begitu. tapi hamper. Kebanyakan ya mesti diberi spoon feeding.*

(We can say this because we have seen them in our workshops. One or two can think outside the box. Generally they need spoon-feeding.)

The workshop leaders were aware that many of the teachers in their workshops were not particularly interested in thinking critically. They were more interested in someone giving them materials that they could directly use in their teaching.

In Case 3, Laurens described that he was an outlier in a system that aimed to produce generations who never talked back and were always obedient to directives. Unlike many of his Indonesian peers, he engaged in reflective and evaluative thinking both in his teaching and in his writings. The religious influence of his school also promoted reflection on life and teaching. In contrast to his own growth, Laurens described that the majority of teachers in Indonesia considered themselves as laborers. They were more comfortable receiving guidelines of what to do rather than exploring, finding, and developing something new.

Laurens: *Mereka adalah tukang. Tukang itu kan pelaksana. Pertama bisa jadi betul bahwa tapi pengalaman panjang critical thinking yang tidak terasah. Yang kedua, bisa juga dalam konteks pekerjaan, mereka tidak dituntut lebih dari itu. Para guru lebih suka ditempatkan sebagai orang yang konsumtif. Menjalankan yang sudah jadi, lalu meneruskan begitu saja.*

(They are laborers. Laborers are only doers. First, it may be right that it is a long history of untrained critical thinking. Second, it is possible that in their work environment they are not required to be more than laborers.)

Sharing his own critical thinking practices, Laurens mentioned three milestones of his personal habits and two observations.

Laurens: *Satu, saya lama terpengaruh dan meyakini bahwa kebiasaan adalah irisan dari pengetahuan, kemauan, dan ketrampilan. Dua melawan arus, yaitu berbuat sebaliknya sambil kreatif menemukan alasan yang tepat. Saya selalu memberi alternatif, yaitu memberikan tawaran pemikiran dan jalan keluar. Tiga, mengasah mata hati, karena di bawah matahari ini tidak ada hal baru; yang baru adalah kebiasaan kita memandang, mencerna, dan mengolah. Dari pengamatan saya, kebiasaan berpikir kritis ini menjadi*

ancaman status quo; di saat yang lain pemikiran kritis bisa menjadi penyelamat keadaan.

(Firstly, I was influenced and believe that a habit is an intersection between knowledge, intention, and skills. Secondly, I am standing against the majority, that is to behave differently while always finding reasons for doing so. I always provide alternative routes for understanding and solutions. Three, I try to always sharpen my sensitivity and judgment, because there is nothing new under the sun; what is new is the abilities to scrutinize, digest, and wrestle within. From my observation, a habit of critical thinking is a threat to the status quo; in other moments, thoughts from critical thinking can save a problematic situation.)

From my perspective, teaching for critical thinking requires teacher professional development (PD) to equip teachers with critical thinking skills, just as “Excellence in thought . . . must be systematically cultivated” (Foundation for Critical Thinking, 2014). Teacher PD is rare in Indonesia. New teachers rarely get induction support beyond administrative orientation related to their becoming a government employee. PD initiatives from the central government only reach a limited number of teachers. In general, PD forums are primarily used to share information about new policies by trainers who often have limited understanding of the information on the PowerPoint slides.

Across the three cases, workshop leaders’ engagement in critical thinking was different. In responding to my questions about critical thinking, participants in Case 1 referenced the IB-PYP approach to promoting thinking which includes, in their view, creative and critical thinking. They seemed to be uncertain about the meaning of critical thinking and had difficulty developing the idea any further. In Case 2, Katrina and Emilia together provided a definition of critical thinking from their learning and practices in teaching and their workshop engagements with teachers. In Case 3, Laurens demonstrated how he has been *doing* critical thinking, illustrated in his writing, for example, in a national newspaper where he critiqued the national examination. In my reading of his publications, it was clear that he provided a critical analysis of educational issues in most of his writings.

In all three cases, my research participants worried because forums for teacher professional development were rare in Indonesia. In the school where case 1 participants worked, there was an annual school-to-school sharing conference. In February 2017 more than 500 teachers attended the conference. The principal confirmed that the success of the sharing conference indicated the scarcity of teacher training in Indonesia.

Principal: One of the things this conference highlighted is the need for ongoing professional development. The fact that people are willing to travel for hours and hours and hours on a Saturday to attend to workshop tells me they are hungry for this. They need this. And that perhaps there is not enough of this going on throughout the system.

Considering these narratives, here is what I find to be the profile of Indonesian teacher professional development in general. This is not an attempt to capture the whole of education, but only a general image of the context in which teacher professional development can be addressed.

A Profile of Indonesian Teachers

Indonesian teachers are graduates of undergraduate (*Sarjana or SI*) teacher education programs or other undergraduate degree programs from various departments at tertiary education institutions. They attend teacher education programs for various reasons, but generally because they did not get admission to popular departments in prestigious universities. In their K-12 and undergraduate programs, teacher candidates are taught using traditional pedagogy that relies highly on content-based, teacher centered, teach-to-the test models of instructions. Their teacher educators are no different; they teach what they know and with very limited resources. In brief, preservice teacher preparation program reproduce and preserve traditional ways of learning and teaching.

Out of a total 3.15 million teachers, less than half are public school teachers with tenured position. The rest are private school teachers, both tenured and hourly. Public school teachers get tenure as civil servants (*pegawai negeri*) after two years of service and enjoy job security, job promotion every two years, and retirement plans when they show loyalty and meet minimum requirement. Private school teachers are those who did not want to end up living with the mentality of civil servants and those who were rejected as public school teachers. Private school teachers have their own policies for tenure, promotion, and retirement plans. After teacher benefits increased in Indonesia, including certification, public school teachers now enjoy better financial rewards compared to private teachers. However, there are more graduates of teacher education programs than available teaching vacancies. The total of 5,579 teacher education programs contributed 254,669 graduates in 2016 while teacher vacancies were only 27,000; only 11% of graduates were given jobs (Rizal, 2018). Yet, there is still a problem of distribution of teachers to isolated areas. There is a serious need for teachers in rural areas, but few teachers who want to teach in these areas.

Indonesian Law number 22 in 1999 on Local Autonomy delegates authority for schooling to local government at the regency level. The policies for teacher professional development indicate that teacher PD is the responsibility of both the central and the local governments. In reality, neither level of government provides much teacher professional development, and when offered, the ideas are seldom integrated into teachers' actual classroom practice because the PD is short term and there is little follow-up to support changes in teacher practice (Kompas, 2013; Setiyawan, 2014). When initiatives from the central government are provided, they reach only a small number of teachers. There is also a limit on the number and qualifications of trainers and on the effectiveness of this training.

With the exception of a few creative teachers who are able to think creatively, many Indonesian teachers see themselves as routine laborers, as Laurens described them. They are happier to receive orders and directions than analyze and create them. They want to be told what to do rather than finding better ways to teach. They feel secure to do things within their comfort zones. They often feel unhappy if they are required to work harder to meet standards. This situation may be explained because teachers have never really been given freedom to do things differently or provided models of how to teach differently. New approaches are impossible if you do not know what the options are and are not given support to change your practices. “Teachers are again presumed to lie at the heart of needed change. Therefore, change they must, and more PD is seen as the obvious way in which to affect this change” (Clark, Livingstone, & Smaller, 2012, p. 2).

Thoughts on Alternatives for Promoting Critical Thinking

I have used my research and the literature to re-think a position on critical thinking. I make the following recommendations.

Simultaneous

It will likely be more successful to promote critical thinking when the effort is collaborative among all stakeholders. In Indonesia, we need to integrate thinking and critical thinking skills into our core values of life towards enlightening the life of the nation, as stated in the Opening of the Constitution of 1945. This will mean encouraging participation of all citizens, expressions of differences, support for being proactive, and more importantly tolerance and understanding. Participation in thinking is an engagement in “the ontological and historical vocation of becoming more fully human” (Freire, 1970, p. 66).

Public Dialogues

Public dialogues will be key to maintaining Indonesia's motto of *unity in diversity and* the nation's norms stated in *The Five Principle (Pancasila)* to combat the enemy of tolerance, i.e., exclusivism, intolerance, politicization of race and religion, and corruption. This is again a time for national awareness and restoration against the threat to *unity in diversity and Pancasila*. From my perspective I would call this the fourth wave of national awareness. The first was awareness against the darkness of being colonized and uneducated marked by the establishment of "Boedi Oetomo" (*The Good Will*) in 1908. The second was awareness of a spirit of patriotic unity and independence from colonial powers marked by the Youth Vows of 1928 and independence movement in 1945. The third was awareness and the revival against the repression of Soeharto's regime in 1998.

The fourth wave would include a public dialogue as a means to a revolution in thinking and the dissemination of critical thinking skills to educate the public about the developing threats to *unity in diversity and Pancasila*. Mass media could also help to promote public dialogues and to campaign against indoctrination, hardline movements, exclusivism, and corruption. Freire reminded us "Sooner or later, a true revolution must initiate a courageous dialogue with the people. It's very legitimacy lies in that dialogue. It cannot fear the people, their expression, their effective participation in power" (Freire, 1970, p. 128). Again, *participation* here means engagement in critical thinking to inspire informed and reflective actions.

Professional Learning Forums for In-Service Teachers

For more promising results in development critical thinking habits, it will be necessary to include both top-down and bottom-up professional development forums. Central and regional government agencies should establish carefully, thought-out plans to infused a culture of critical thinking about policies, programs, and management of public services including education and

especially teacher professional development. Teachers should organize themselves to initiate professional learning communities. There needs to be a welcoming climate to allow public and private partnerships to fund and enrich teacher professional development activities.

Pre-service Teacher Education

Teacher education programs are critical to breaking the reproduction of conformity and the lack of critical thinking. This will require radical changes in teacher educators' mindsets and capacities to support the development of critical thinking skills. This would require that teacher educators first demonstrate the skills and habits of critical thinking as they engage with teacher candidates. However, changing mindsets in these directions is probably the hardest part.

Schools

The campaign to promote critical thinking habits should begin as early as possible at schools. Teachers do need to be critical thinkers themselves to begin developing skills of critical thinking in their teaching. Borrowing Laurens's narration, *nemo dat quod non habet* (Latin), you cannot give what you do not have. Unless teachers possess habits and skills of critical thinking, they will not be able to promote critical thinking skills in their teaching.

Conclusion

"There is no such thing as a neutral educational process" (Richard Shaull in Freire, 1970, p. 34). Education is either repressive in order to maintain uniformity and control or it grants freedom to allow development of potentials and imagination to transform everyday reality. Promoting critical thinking skills and habits means opting for the latter. Considering the social embeddedness of education, "a model of schooling itself which is deeply rooted in public imagination and in our wider systems of social and economic organization" (Hargreaves, Lieberman, Fullan, & Hopkins, 2010, p. 35), creating a social climate that thinking and critical

thinking skills are a necessity will be beneficial for promoting critical thinking skills at school. There is the opposite belief as well that the promotion of such skills at schools will create chaos and discord. It is my position that formal policies should reflect the goals to promote critical thinking, and in return insure a more democratic society.

CHAPTER 7

FINDINGS AND RECOMMENDATION

After examining my participants' narratives, reviewing the literature, and examining documents the following is my discussion of what I found from this study, my analysis of the current conditions of Indonesian education, and some alternative solutions.

Main Findings

Table 7.1 summarizes the findings from this research related to the research questions.

Table 7.1

Research Questions and Findings

Research Questions	What I learned
1. What can workshop leader narratives tell us about the professional learning of teachers?	<ol style="list-style-type: none">Three important aspects of the participants' professional learning:<ol style="list-style-type: none">Engagement in <i>ying-yang</i> cycles of growing, sharing, action, and reflection;Ownership of their professional learning agenda;Sustainable support structures of some kind.Even after their growth in professional learning, workshop leaders' engagement in critical thinking varied:<ol style="list-style-type: none">Case-1: Limited or lacking an understanding of critical thinking;Case-2: Able to provide a working definition of critical thinking;Case-3: An example of critical thinking in action.
2. What contributed to their professional learning and motivations to provide teacher workshops for others?	<ol style="list-style-type: none">Each felt lucky being at the right school at the right time.Each possessed strong motivation and personal capacity.Case 1 & 2: Exposure to new ideas increased their satisfaction and motivation. Their learning motivated them to want to share with others.Case 3: Institutional support and knowledge about teaching and learning through cycles of reflection and action enabled his growth as a role model for other teachers.Opportunities to share with others increased all of their learning and professionalism.

Related to the first research question, the ying-yang diagram (Figure 5.1) represents a cycle of learning that occurred for the case study teachers. Their professional learning occurred effectively as three components, namely, (a) active engagement in these cycles of learning, (b) strong ownership of their learning, and (c) professional learning sustained by institutional structures and progressive ideas. For participants in Cases 1 and 2, the IB structure of progressive curriculum and pedagogies gave them a framework to compare their own experiences as students in more traditional instructions with these new ideas. For Case 3, the school in which Laurens taught provided a culture that supported his dreams and engagements with educational issues outside the school. However, even after notable professional growth, my participants' engagement in critical thinking varied widely. This suggests that growth in critical thinking is not easy in a culture still struggling to establish a critical discourse that is characteristic of a democracy; a situation likely influenced by 450 years of colonization and dictatorship.

My second research question asked about conditions that supported the growth and motivation for workshop leaders to share what they had learned. First, all teachers expressed feeling lucky to be at the right schools at the right time. Second, each of them possessed personal capital that had developed prior to or during their teaching, which made them important assets to their schools. Third, all the workshop leaders shared an awareness that other teachers and other schools needed professional development and that they had the capacity to provide this. Fourth, teacher quality in general is low if national and international test scores are used as a measure of quality. The workshop leaders were highly motivated to help teachers grow professionally since teacher professional learning forums are rare.

Connecting to Broader Challenges in Indonesian Education

The case study findings from this research can be related to broader education issues in Indonesia. Combining what I learned from the narratives, literature, and commentaries, I offer these observations listed in Table 7.2.

Table 7.2

Broader Contexts of Indonesian Education

Categories	Indonesian Education	International Literature
National policies	-Unclear education objectives (Setiawan, 2014)	-“It is in our incompleteness, of which we are aware, that education as a permanent process is grounded” (Freire, 1998, p. 38).
Teacher quality	-Except for a small number of strong teacher education programs, there are too many low performing programs (Kompas, 2013). -Teacher professional development is never done comprehensively (Sulistiyo as reported in Damanik, 2013).	-“Teacher preparation should never be reduced to a form of training” (Freire, 1998, p. 23). -“Teacher certification programs have improved the livelihoods [salaries] of teachers [in Indonesia], it has yet to show the expected results in terms of student learning” (The World Bank, 2013, paragraph 4). --Low PISA ranking in 2009 (57), 2012 (58), 2015 (58)
Reform initiatives	-Nothing really has changed much. -Teacher professional development is at the heart of educational reform. -A teacher is a key in education to developing quality human capital (Tilaar as reported in Setiawan 2014).	-Successful, higher performing education systems require improved human capacity (A. P. Hargreaves & Shirley, 2012). -“Common and compelling beliefs are a precondition for moving people into action” (Hargreaves & Shirley, p. 118). -“There is no teaching without learning” (Freire, 1998, p. 8).
Thinking and critical thinking skills	-In society and in school, there is low engagement, limited focus and a lack of teaching critical thinking.	-“Critical thinking: Why is it hard to teach?” (Willingham, 2007). -It is essential for teachers . . . to build students’ thinking framework. (Abdurakhman, 2017, paragraph 15)

The findings from this study are situated within the broader educational context in Indonesia. Indonesia is as large in population as the United States and in size as the US

mainland, but the archipelago and diverse cultures makes it difficult to initiate reforms that require professional development of teachers.

Indonesian Education Objectives

As shown in Table 7.3, the national education objectives are very broad and do not provide a clear vision and missions to establish priorities.

Table 7.3

National Education Objective

Tujuan Pendidikan Nasional	National Education Objectives
<i>Undang-Undang nomor 20 Tahun 2003 chapter II verse 3: Pendidikan nasional . . . bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.</i>	<i>Law number 20 of 2003 chapter II verse 3: The national education . . . for developing education participants' potentials to become faithful and obliged humans to the Single One God, with glorious character, who are healthy, knowledgeable, skillful, creative, independent, and to become democratic and responsible citizens.</i>

There is no clear guiding vision or mission from which to develop curriculum or improve the quality of teachers. In particular, there is nothing that directly addresses teacher professional learning and development. As a result, conceptions of accomplished teachers and powerful teacher education programs have never been carefully developed. This unclear direction has contributed to the low quality of teachers; students' learning outcomes are low, and literacy rankings are at the bottom of PISA scores. With this negative assessment as a background, I discussed further issues of quality, reform, and critical thinking as a way to connect my study to broader issues in Indonesia.

Teacher Quality

There is no comprehensive plan for teacher development in Indonesia (Damanik, 2013). In general, teacher education quality is low, except in some reputable teacher education program;

most teacher education programs have no standards (Kompas, 2013). Without a change in planning, the existing teacher education programs will continue to overproduce low quality graduates. The teacher-student ratio is 15:1, probably the lowest in the world (Metro TV News, 2017; The World Bank, 2013). Now that Indonesia has enough teachers and teacher candidates, the main problems are teacher distribution and the quality of teachers and teacher education programs (Damanik, 2013).

One plan might be to lower the number of students admitted to teacher education programs in order to concentrate on quality development of the programs. It does not make sense to spend resources to prepare teachers who will not get jobs; rather these resources could be redirected to improve program offerings and the quality of the programs. There is a need to provide direction for a comprehensive program for teacher professional learning, especially for in-service teachers.

Another necessity is empowering existing teacher education programs to make them high quality institutions. Gradually, teacher educators and programs need to improve their capacity and to recruit only the best candidates. The 374 teacher education programs including 34 public institutions are too many for Indonesia. Some institutions might become in-service teacher professional learning centers. Higher performing education systems in the world have limited number of teacher education program related to population size (Hargreaves & Shirley, 2012).

Minimal Change

After many reform initiatives, nothing really has changed that much in Indonesia. There have been reform initiatives, such as decentralization, national teacher certification, curriculum development from competency-based to school-based, and more recently, thematic curriculum. These initiatives in Indonesia have not delivered the sustained professional development

necessary to improve the pedagogies and knowledge of teachers. Teacher certification program have been well funded and consumed a huge amount of funding for teacher allowance, but there has been little impact on student learning outcomes as a result (Jailani, 2014; The World Bank, 2013).

Hargreaves and Shirley (2012) argue that improvement happens when there is capacity for teacher improvement. This will require a collaborative effort from the top to the bottom to build a coherent system of goals and more progressive practices. “Common and compelling beliefs are a precondition for moving people into action” (Hargreaves & Shirley, p. 118).

Critical Thinking Skills

From my workshop leaders’ perspectives, Indonesian teachers in general are not educated to think critically. They reported that only a few can think out-of-the-box; in general, they want to be given materials and directions. This may have been influenced by the fact that many were trained during the Soeharto dictatorship when obedience was the norm and they were not encouraged, or allowed, to ask questions. They were directed and given prescribed roles and responsibilities. “*Kebijakan pendidikan pada masa Orde Baru diarahkan pada penyeragaman di dalam berpikir dan bertindak* (Education policies during the New Order were aimed at uniformity of thinking and behaving)” (Hartono, 2016). From my perspective, graduates of teacher education programs today are no different. This reflects a society in general that lacks experience with critical thinking. Cremin (1977) argues that education reflects and sustains societal norms and expectations (also Manguwijaya as reported in Risyanto & Kumalasari, 2015). To develop a society that can think critically about issues and schools that prepare citizens to think critically, it will be necessary to promote engagement in critical thinking skills in *both* education and society.

Teaching critical thinking is never easy (Willingham, 2007). Teachers need empowerment and support in order to be able to teach these skills. Teachers themselves must be critical thinkers. Unless teachers are critical thinkers themselves, they will not be able to promote critical thinking skills in their students. In the words of my Case 3 workshop leader, teachers should become “role models” for their students. As such, teacher professional learning is essential for the improvement of student learning outcomes as well as the development of a democratic society.

Recommendations

From my perspective, the “State has failed,” in the language of the neoliberals, to improve teacher quality in Indonesia. Criticisms level at the education system create an opening for multinational corporations and publishers to solve these problems, and in the process accrue profits for themselves (Ball, 2012; Treanor, 2005). It is interesting to ask at this point why limited domestic or local neoliberal agencies have ventured into the work of improving teacher quality. An easy answer probably touches the heart of the neoliberal enterprise that there are not likely to be big profits in professional development for teachers. This may be the case because professional development is most successful when done on a continuous basis and over time (Clark, Livingstone, & Smaller, 2012a; Tugui, 2011), which makes it expensive. The IB-PYP model is an example where continuous professional development is a significant part of their programs and these programs are expensive. A counter neoliberal position might be to maintain a problem, rather than solve it, that is, the best way to make profits is by keeping teachers undeveloped as a precondition to bringing in more profit-making projects to “improve education” (Ball, 2012).

Ball (2012) uses the term *edupreneurs* to describe neoliberal business entities that offer schooling services to poor populations while making profits. Using the same parallel thinking, there could be more neoliberal companies that offer teacher professional development services in their activities intended to be profit-making. I call them *eduteacherpreneurs*. It may not be a promising direction, but we could think about whether the lesson that Prahlad and Tooley learned from McDonald restaurant to design microschools for poor children could be used to design successful professional development initiatives for practicing teachers. They recognized how McDonald's standardized processes of handling meat and potatoes fast-food industry made it possible to produce consistent burgers and fries every time (Ball, 2012). Prahlad and Tooley used the same techniques to standardize some school processes and were able to offer schooling models that were controlled, scalable, and profitable in low socio-economic environments.

It is possible to have “a deeply understood and standardised” (Ball, 2012, p. 46) and affordable way of improving teacher quality? Could *eduteacherpreneurs* offer scalable, profitable teacher professional development in Indonesia. Suppose that there were such eduteacherpreneurs, There will likely be supporting and opposing arguments as we have seen with other profit-making initiatives like Teach for America (TFA) in the United States, *Indonesia Mengajar* (Teach Indonesia) in Indonesia, and similar initiatives internationally. Balls warns us about the idea that “for-profit education can work” (p. 62). Further, such initiatives raise the question of whether the complexities of education and the personal relationships and decision-making required to help diverse students learn are amenable to for-profit standardization.

People may wonder whether or not IBO (International Baccalaureate Organization) behaves like, or is, a neoliberal agency. Parents have valued IB programs, which are popular for their rigorous curriculum in middle and high schools and progressive, inquiry approach in

elementary schools. IBO also provides strong professional development services and learning resources for teachers. However, running IB programs is expensive. There are institutional charges, examination fees, and mandatory expensive teacher professional development workshops and regional conferences. For this reason, IB schools are always expensive and only affordable to high-income families. The presence of IB only broadens the social gap. IB schools open and provide services in countries or territories with fast growing economies with growing numbers of high-income families. IB schools situate themselves in residential areas where capital and profits accumulate. The richer families get the best education that provides broader access to further quality education. The characteristics and indicators of IB schools suggest the development of IB schools as a neoliberal initiative.

However, relying on the work of eduteacherpreneurs to provide professional development is risky due to the tension between delivery of services and profit interests in many neoliberal endeavors. It is sometimes difficult to tell whether the improvements offered will be viable or the initiative has primarily economic interests. Besides, there are issues related to the quality and quantity of institutions, pervasive corruption, and a history of failed attempts at change. For example, Indonesia cannot afford to repeat the most recent failure of the teacher certification initiative. Although this certification initiative was not a neoliberal initiative run by outsiders or corporations, it does suggest the challenges of creating change for a large number of teachers, similar in number to the U.S., with a lack of governmental infrastructure to fund and sustain change.

A study by World Bank found that there has been no significant increase in student learning outcomes regardless of the recent reform initiatives of teacher certification and decentralization (The World Bank, 2013; World Bank, 2017).

Clearly, reforms are required to improve the efficiency and effectiveness of spending on teachers. Such reforms include: improving teacher deployment and allocation, performance evaluation, and training facilitation. These reforms could improve the efficiency of public spending by better allocating funds to priority education services with high returns, particularly early childhood development. (World Bank, 2017, p. 22)

Beginning reforms at early childhood and elementary education will provide stronger pedagogical foundations for teachers and may potentially provide better learning foundations for students. While the World Bank seems to focus on building efficiency, I would also argue that unless we better train and support teachers there will be no improvements in student learning.

One viable idea for teacher professional development in Indonesia might be collaborations between teacher education institutions and regional governments. The provincial territory is very large, but local government at the regency level are too small. This regency-level cooperation for teacher quality would be comparable to U.S. ROEs (Regional Office of Education) that oversee several counties and school districts. Big provinces in Indonesia could have several Regional Offices of Education. Then, each ROE in Indonesia would work with designated teacher education institutions to address teacher professional learning. This idea mimics the effective collaboration in the highly performing Singaporean education system (Hargreaves & Shirley, 2012). However, the immediate problem is the distribution and quality of Indonesia's more than 415 teacher education institutions (Jailani, 2014). The quality of many of the 415 teacher education institutions is problematic. There is a reasonable doubt that they can handle teacher needs and teacher professional development in the 504 regencies and townships administrations in Indonesia (PUSDATIN-Ministry of Home Affairs-Indonesia, 2016). Moreover, there are too many teacher education institutions. Considering high performing system of Singapore and Finland with about 5-6 million people, each has only one teacher education institution (A. P. Hargreaves & Shirley, 2012). Indonesia with 262 million people, by

Singapore and Finland standard, should have 50 or at the most 100 teacher education institutions. Smaller, less qualified institution may need to merge with other institutions or switch roles to become e centers for the professional development of practicing teachers. Downsizing and switching roles may not be that simple because of ownership, distribution, and managerial issues, however, it may be necessary if the quality of teachers and teacher education is to improve.

An important limitation for eduteacherpreneurs and/or the collaboration or reorganization of teacher education programs and teacher professional development is the high cost. Using the IBO teacher professional development, as a model of good professional development, raises this issue. Workshop leaders, consultants, program accreditation, collaborative teams, progressive curriculum, mandatory workshops, and regional conferences are aspects of IBO that provide teachers with continual opportunities for teachers to learn new pedagogies in order to provide inquiry-based, progressive teaching and learning in their classrooms. Fees for IB conferences and training for workshop leaders remind us that a successful teacher quality development model is expensive and requires continuing support if sustained development and change in teacher practices is the goal. Nothing is cheap and quick particularly in complex settings such as education. IBO has a long record of successful professional development and change, as my Cases 1 and 2 demonstrate. IBO could take two different directions. First, IBO might want to just maintain its exclusiveness and therefore there is no need to provide services to the wider public; they are unlikely to offer this kind of program at a lower cost. Second, IBO might lead an initiative to help develop Indonesian educational quality by providing less expensive access to resources and IBO-sponsored forums; IBO could share conceptual properties but only accredit a small number of high-SES IB schools.

When IBO opts for the former, IBO looks like a typical neoliberal global corporation that is primarily focused on accumulating profits. The message of international-mindedness and intercultural understanding, major goals of IB programs, may have just been a vehicle for promoting the spread and acceptance of IBO programs. The presence of IBO programs continues “making us into neoliberal subjects” through our awareness of the presence of “anxieties and opportunities” in choosing between IB schools, private schools, or public schools; in these kinds of situations, parents are constantly disturbed “by incitement and measurement and comparison” which are ways that neoliberal networks promote a context for their markets (Ball, 2012, p. 145). All parents want the best education possible for their children. IB programs are a strong, progressive education model but only parents with resources are able to even consider IB programs for their children. This presents a kind of neoliberal anxiety as they consider the competitive strategies and social prestige of the options to them. For parents who cannot afford these kinds of options, which are beyond the reach of marginal families in urban slums or in remote territories, their anxiety is of another kind; these neoliberal options are inaccessible to them.

My last suggestion is inspired by my workshop leader participants. Indonesia could develop a cadre of teacher workshop leaders. The workshop leaders in this study were skillful and anxious to share what they had learned. However, developing a recommendation such as this would be a formidable task. Remembering my three cases, if such senior teachers were ‘copyable,’ i.e., trained to be effective teacher workshop leaders, Indonesia would need minimally 504 individuals like them to lead teacher quality improvement in 504 *Kabupaten* and *Kotamadya*, regencies and townships (PUSDATIN-Ministry of Home Affairs-Indonesia, 2016).. Decentralization reforms in 2001 gave more authorities to regency and township administration

to manage public services including education (World Bank, 2017). These regencies and townships are responsible for the management of public services in their territories including education. Thus, these regencies and townships should also be responsible for providing teachers professional development.

My recommendation to train workshop leaders comparable to my case study teachers would be a train-the-trainer model. This model would increase the number of teachers who could offer sustained professional development to improve teacher quality in Indonesia. It is obvious that such an approach would be expensive, but my data indicate that there are teachers willing and able to take on such a task. Such PD leaders would become managers to lead teacher quality improvement serving 3.15 million teachers. The scope of this professional development endeavor would be similar to providing professional development for 3.2 million teachers in the U.S. This comparison helps to show the enormity of such an effort. If copying resources, which happens often, has been a negative activity in Indonesia from the perspective of copyright enforcement, I wonder if Indonesia could more generally *copy* a workshop leader model to embody the spirit and habits of my case study teachers.

Considering the above description of Indonesian education, teacher professional learning, and the lacking critical thinking skills, I offer the following recommendations.

1. Improving teacher quality and education outcomes should begin with having clear national education objectives. There need to be a clear formulation of the vision and missions to guide priorities of actions. The focus of national education should be aiming at developing educated, democratic, responsible, and competitive citizenries. Religion education and social studies education should aim at achieving those

citizenries to preserve, nurture, and achieve unity in diversity and strengthening the multi-cultural of unified Indonesia.

2. Improving education outcomes should begin with improving teacher quality in the mastery of essential fundamentals for teaching, for example Darling-Hammond's knowledge base for teaching. Teacher educators need to increase their capacity to recruit the best candidates and prepare them (a) to gain knowledge and skills in curriculum and content areas; (b) to gain sufficient field experience; and (c) to gain experience and abilities to engage in reflective practices to become a long-life learner.
3. The Ministry of Education should provide support structures and funding for in-service effective teacher professional learning (Darling-Hammond, Hyler, and Gardner, 2017) including induction and mentorship for new teachers, individual and collaborative research in schools, and trainings and conferences for practicing teachers. Similarly, pre-service teacher education programs need to improve their professionalism to deliver powerful programs (Darling-Hammond, 2006).
4. In pedagogy, continuous engagement in thinking about what is essential for education is necessary to improve teaching and learning outcomes. This will mean, from my point of view, departing from traditional pedagogy towards Dewey's progressive education allowing inquiry and critical thinking. Best practices in progressive education need to grow, to be shared, and to be multiplied so that more Indonesian teachers have opportunities to learn about, to practice in, and to share their growth in progressive education.

5. Teacher professional learning should be organized in ways that increase teachers' ownership of their own learning and engagement in collaborative work as lifelong learners in cycles of growing and sharing.
6. There is a need to improve engagement in critical thinking skills in society and in education simultaneously. Critical thinking needs to become a habit for teachers and students as well as citizens.

My Take Away

Completing this dissertation has helped me realize the enormous complexity of teacher education problems as well as in Indonesian education in general. There are many factors that come into play when educating a child, let alone educating a teacher. There is so much more I need to learn to be able to offer more detailed solutions. However, I feel the quality of education will depend on how well Indonesian education system is committed to the continuing professional development of its teaching force. A future inquiry to study the implementation of a train-the-trainer workshop leader model could be important to the further development of professional development options for Indonesia.

I realize that this study is a small attempt at trying to understand teacher professional learning. Even though this study does not offer generalized findings, I hope that it may inspire further research to improve teacher quality. If I were to start over on my research journey, I would begin early on to connect with more workshop leaders and to conduct a longer study involving more participants. I wish I would have been able to find more participants like Laurens who have been tireless in placing a spark in the heart of teachers. He has a burning desire to grow and to become a role model for students and teachers. I also wish I would have found other young, spirited workshop leaders like Tina, Agus, and Emma who have demonstrated growth

and a spirit of sharing. Finally, I also hope to see more workshop leaders like Katrina and Emilia who are committed to sharing their best practices with Indonesian teachers, who could have further enriched my data and recommendations. Even with these limitations, I have learned a great deal that I will carry with me into my future professional endeavors.

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Appendix A:

INTERVIEW QUESTIONS

Research Title:
IB-PYP Workshop Leaders: Understanding the Tensions, Struggles, and Successes of their Profession
By Leonardus Sudibyo

Interview Questions

Main Questions	Breakdown Questions	Development Questions	Interview Questions	No
1. How do IB-PYP workshop leaders understand IB and their professional development roles?	1-1 What are their stories of becoming the workshop leaders?	1-1-1 How did you come to know IB-PYP and what is your story of becoming an IB-PYP workshop leader?	How did you know IB-PYP? What is your story of becoming an IB-PYP workshop leader?	1
	1-2 What is their education/leadership profile?	1-2-1 In addition to the IB professional development, what is your education and leadership background?	Other than IB, what is your education and leadership background? What is your strength?	2
	1-3 What is the scope of their work?	1-3-1 How do you describe the scope of your work as an IB-PYP workshop leader?	What is the work of a workshop leader? What have you done? Tell me a story of one event.	3
	1-4 What is the contribution to IB schools?	1-4-1 To name a few, what are your contribution milestones to your schools?	What change have you done at particular schools? Can you tell me a narrative about what worked out?	4
	1-5 What is their contribution to internal PYP policy making?	1-5-1 What is your memorable contribution to internal PYP policy making?	If you have the power, what do you want to change about IB-PYP? What do you want to do differently?	5

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Main Questions	Breakdown Questions	Development Questions	Interview Questions	No
2. To what extent have they changed their attitudes towards IB and their professional development roles as result of their participation as workshop leaders?	2-1 What is their stance towards the IB philosophy?	2-1-1 How do you summarize the IB philosophy in your own words?	What is the IB philosophy ?	6
		2-1-2 How are they different or the same with your own philosophy of good teaching and learning?	Do you have the same or different philosophy of good teaching and learning?	7
		2-1-3 If any, have you changed your attitudes towards IB philosophy or any IB-PYP practices?	Do you like IB philosophy and PYP practices since the beginning? Did you change your attitude at some point?	8
	2-2 How is their stance towards their professional development roles?	2-2-1 Of all the professional development roles, which do you find the most comfortable doing?	What roles of PD do you find the most comfortable doing? Can you tell me one example?	9
		2-2-2 In performing the PD roles, do you follow the scripted IB PD procedures, or do you have flexibility to do it your way?	Do you follow scripted procedures in your workshop? Do you have flexibility to do it your way?	10
		2-2-3 If freedom is yours, what would you do differently in delivering the IB-PYP?	Do you see any tensions in your work? What is it about? Tell me more about it.	11
	2-3 How do they see themselves grow in their own professional development?	2-3-1 While assuming PD roles in the IB-PYP, in what ways do you see improvement in your own PD capacity?	Do you see any struggles in your work? How did you get around them? Have you seen improvement in your own capacity?	12
		2-3-2 What is your personal goal in the future? How much longer do you want to be in this IB PD role?	Is becoming an IB workshop leader an advantage ?	13
			Is this your dream job ?	
			What is your personal objective in the coming years?	14
			What is a possible future ?	

Main Questions	Breakdown Questions	Development Questions	Interview Questions	No
3. How do they connect to the idea of educational improvement, internationalization of education, and neoliberalism?	3-1 How does IB improve education?	3-1-1 What is the critical role of IB in the continuum of Education improvement?	What is the motivation of private and public schools implementing IB? What is the critical part of IB contribution?	15
	3-2 What are their views about national education, and IB schools?	3-2-1 Curriculum: local contexts and imposed standards	What can you tell me about how IB replace or strengthen the local/national curriculum ?	16
		3-2-2 Social Status : Do you see IB schools become available to everyone?	Should IB remain elite , or should it be make benefits most from an IB school? Who enjoyed IB education? Whom did IB ignore?	17
	3-3 Where is IB in the discussion about the globalization of education, privatization, corporatization, and neoliberal agendas?	3-3-1 How does IB connect to the globalization of education?	What is the global element of IB? What is the local element of IB? Is there any tension between the two?	18
		3-3-2 How do you describe the organization and ownership of IB School System?	What can you tell me about the organization structure of IBO worldwide?	19
			Who has influenced the policies ? Who has influenced the curriculum ? Who has influenced the assessment ? Who has influenced the professional development ? Who has influenced research ?	20
			What can you say about the ownership of the IB school system?	21
		3-3-3 How does IB reflect or connect to privatization, corporatization, and the neoliberal agenda ?	What is the challenge for a public school to become an IB world school?	22
			Do you have a story about IB schools whether the gain is worth the cost ?	23
			What is the challenge of IBO to run its worldwide operation? Has IBO been becoming more like a corporation ?	24

Appendix B:

SAMPLE DATA MAP AND TABLE OF SIMILARITIES AND DIFFERENCES

DATAMAP2 (IN PROGRESS) (Numbers at the beginning of each data sheet are the identifier for each participant [1] to [5]. FYI)					
POSSIBLE THEMES	EMMA [1]	TINA [2]	AGUS [3]	KATRINA [4] and KARINA [5]	LAURENS
	<p>[1] (Pricing-Bring down the cost) If it's one thing, maybe this is not about IB but the IB administration. The pricing, I would hope that IB is not this expensive. (Sum p12)</p> <p>[1] (Pricing-High cost - selling brands) They are selling brands. This is like my family experience of selling products. We pay one dollar to get coffee in a fast food, and we pay a lot more at Starbucks. (Sum p12)</p> <p>[1] (Pricing-High cost for Indonesian government) When I was in the 2015 training, they told us that they offer IB programs to Indonesian government but the offer was rejected. I know the government has their own research team. IB charges fees per schools and per student taking examinations. I believe the Indonesian government thinks the cost is too high. (Sum p14)</p>	<p>[2] (Price) [01:00:20:27] ID: The price. It's quite expensive probably. It is expensive, and I have been communicated to the head office, if we are talking about inclusive education it's probably very hard, for the IB because in another side. I can also say why this is expensive thing. Imagine how much it costs to attend trainings, seminars, conferences, and best practitioners, come together to come up with some sort of journal of education. They invited Lynn Erickson the concept based curriculum as part of the think tank group on how to build scope and sequence, how to use it in the planner and that cost a lot. [p10] [01:01:32:28] R: It's interesting that you mentioned the cost and I like that because this is a concept from a lot of people but you are also understanding that it is costly, but don't you think that the training when schools send teachers, they pay a lot of money and then with the money they have, then maybe do they need as much money to invite this three people coming. So all I'm saying is that you are trying to understand that it is costly, but you also try to raise the IB awareness (on the cost) and that's interesting. (p11)</p> <p>[2] (Pricing-IB corporation ...) R: Do you think that IB globally operates more like big corporations that operates in the world, like that or behave more like that? [01:02:48:11] ID: It is an organization right and a few times it feels like a corporate. First you have to pay for a fee as an IB world school but then out of it we get to use all the documents and everything. But then when we have a training we also have to pay. Sometimes people ask, so why are you paying this yearly. [p11] WHAT DO YOU THINK IS REASONABLE? HOW SHOULD I BE CHARGE THE PRICE?</p> <p>[2] (Pricing-return service) [01:03:37:24] R: So then the money that you submit, yearly should come back as training. [01:03:46:00] ID: Yeah it should be like that. So maybe we should offer a consultation that is free. Maybe. But in reality, in the training they still want us to pay. So we try to pay. So we try to keep a balance between in school workshop like we invite people to come and give workshop to school community, but also we need to send people out in the regional workshop so that they can see other perspectives on how other schools are doing it. That's also best practices. So it's trying to keep to balance. So it's sending people and it costs a lot and we can only send like three people not all people going there. So sometimes it's just keeping its balance. (p11)</p>	<p>[2] (Pricing-return service) [01:03:37:24] R: So then the money that you submit, yearly should come back as training. [01:03:46:00] ID: Yeah it should be like that. So maybe we should offer a consultation that is free. Maybe. But in reality, in the training they still want us to pay. 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Agus: And there also many school, Cambridge school, and Singapore school, your IB school, like that. Time: It has it's own branding. It's that belief that then you're saying this is not a school for everyone, but it's a school for rich people.</p>	<p>[45] (Price) (Indonesian Education) As workshop leaders, how do you see the IB phenomena? Expensive, for rich people, or does IB has passions for an ideal education? P2: IB becomes expensive because all is calculated in US dollars. It applies the same for any country. As workshop leaders, we are also paid in dollars. Indonesian workshop leaders and expatriate are all paid the same in US dollars. On ideal education, we know that IB is best practice, that is why we want to remain giving workshops. We were made aware that this is best education education practice. We want to spread these best practices. If Indonesia can have this kind of curriculum, the next generation will be better beyond as all whose brain was over worked with memorization. (p12)</p> <p>[45] (Pricing) (Recruitment) (Summary) Summas World Academy-SWA invested a lot of money to recruit experienced teachers in the IB programs. SWA recruited key people in Global Jaya and more from Search Associates recruiting agency for international schools. Normally, a new school takes 4 years to become an IB authorized schools (interested schools, candidacy, pre-authorized, and authorized). With high investment on experienced teachers, SWA gained authorization in two years. The DP program was authorized first, followed by the MYP and PYP. (p7)</p> <p>[45] (Pricing) P1: Tura Bangsa started with IB, but then dropped the program. P2: To be honest, it is expensive. IB schools in Indonesia are surely high class with high tuition. To run an IB curriculum is very expensive. P1: To invite workshop leaders is also expensive. To send teachers to conferences abroad is even more expensive. P2: And it is a must. There is a requirement to send teachers to annual workshops, and regional workshops. They have to be active members in the IB world school community in Asia Pacific. (p5-6)</p>	<p>[1] (Pricing) (Social justice) (Discount programs) for children of teachers and staff) There are children of teachers and staff who get special discounts so that they can study here. (Sum p13)</p> <p>[1] (Pricing) (Social justice) (Scholarship for top achievers) There used to be scholarship for top academic achievers but they are for rich students, so it does not make any difference. (Sum p14)</p>
PRICING					

DATAMAP3 - SIMILARITIES AND DIFFERENCES

POSSIBLE THEMES	EMMA [1]	TINA [2]	AGUS [3]	KATRINA [4]	EMILIA [5]	LAURENS [6]
Case Identify	CASE-1		CASE-2			CASE-3
	Current IB-PYP WL	Current IB-PYP WL	Current IB-PYP WL	Ex-IB-PYP WL	Ex-IB-PYP WL	Non-IB WL
SIMILARITIES	DIFFERENCES					
PD Journey - spiral patterns of growing and sharing. All demonstrate potentials and qualities of teacher leaders.	✓	✓	✓	✓	✓	✓
PD Qualifications- possessed qualifications to lead workshops	IBEN Training (one week)	IBEN Training (one week)	IBEN Training (one week)	IBEN Training (one week)	IBEN Training (one week)	Efficacy of Self-development (10 years of professional development through persistence in writing, reflection, and graduate study)
PD Participation	personally motivated, applied, and recommended by administrators	Identified, promoted and recommended by school administrators	Successful after second application, recommended by administrators	Identified, promoted and recommended by school administrators	Identified, promoted and recommended by school administrators	Personal engagement and self resolution over competing passions of shaping identities
PD belief	Being a teacher is a role model of inquirer and a lifelong learner.	Being a teacher is a role model of inquirer and a lifelong learner.	Being a teacher is a role model of inquirer and a lifelong learner.	Being a teacher is a role model of inquirer and a lifelong learner.	Being a teacher is a role model of inquirer and a lifelong learner.	Being a teacher is an on-going formation
Scope of workshops	Current IB Workshops (type-1 introductory, type-2 Making PYP happen, and type-3 subject/pedagogical specific)	Current IB Workshops (type-1 introductory, type-2 Making PYP happen, and type-3 subject/pedagogical specific)	Current IB Workshops (type-1 introductory, type-2 Making PYP happen, and type-3 subject/pedagogical specific)	(Past) IB workshops and current pedagogical and curriculum workshops	(Past) IB workshops and current pedagogical and curriculum workshops	Current workshops on: - motivating teachers, building teaching corps, building school culture, writing workshops.
Geographical scope of workshops	Indonesia, Australia	Indonesia, Taiwan, China	Indonesia, India	Indonesia	Indonesia	Indonesia
Types of workshops	IB standard, face-to-face and online workshops, regional sharing workshops	IB standard, face-to-face and online workshops, regional sharing workshops	IB standard, face-to-face and online workshops, regional sharing workshops	(Past) IB standard, face-to-face workshops and current in-house and regional workshops	(Past) IB standard, face-to-face workshops and current in-house and regional workshops	Face-to-face small group, in-house, and regional workshops
Organizational networks	International Baccalaureate Organization, regional school network	International Baccalaureate Organization, regional school network	International Baccalaureate Organization, regional school network	(Past) International Baccalaureate Organization, Association of National Private Schools, NGO for Teacher PD, Ministry of Education	(Past) International Baccalaureate Organization, Association of National Private Schools, NGO for Teacher PD, Ministry of Education	Regional and national newspapers column writer, Ministry of Education, Networks of School Providers, NGOs and Corporate Outreach
Number of workshops	3-6 workshops per year	3-5 workshops per year	3-4 workshops per year	5-10 workshops per year	5-10 workshops per year	3-7 workshops per month
Tensions	Expecting more time release from host institution to run the IB workshops, currently given twice per year	Expecting more time release from host institution to run the IB workshops, currently given twice per year	Expecting more time release from host institution to run the IB workshops, currently given twice per year	Finding the right time for workshops between job, family, and travel distance to workshop destinations	Finding the right time for workshops between job, family, and travel distance to workshop destinations	Negotiating his freetime, travel distance, and the clients' available time for workshops. It takes three days to run a workshop outside Java island.
Dreams	Continue growing and learning while helping others improve their PD in implementing the IB-PYP programs			Aiming that more Indonesian children can access to better education. Helping teachers teach better serves this dream.		Aiming that teachers grow in their capacity, prosperity, and respect through ongoing professional development
Turning points						

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IRB Application for Exemption
Application for Review of Research Involving Human Subjects 16364

All forms must be completed, signed by the RPI, and submitted by FAX, Email, or single-sided hard copy.
Please type responses, handwritten forms will not be accepted.
Please, no staples!

☐ Initial Submission
☒ Revised IRB-1, date of revised IRB-1 June 10, 2016

1. RESPONSIBLE PROJECT INVESTIGATOR (RPI) The RPI must be a nonvisiting member of UIUC faculty or staff who will serve as project supervisor at UIUC. For other research team members (including those from other institutions), please complete the Research Team Attachment and provide with the completed application. Include all persons who will be 1) directly responsible for the project's design or implementation, 2) recruitment, 3) obtain informed consent, 4) involved in data collection, data analysis, or follow-up.

Last Name: Parsons	First Name: Marilyn	Academic Degree(s): PhD
Dept. or Unit: Curriculum and Instruction	Office Address: 319 Education building	Mail Code: 708
Street Address: 1310 S. 6 th street	City: Champaign	State: IL Zip Code: 61820
Phone: 217-244-3577	Fax: 217-244-5632	E-mail: marilyn@illinois.edu
UIUC Status: Non-visiting member of (Mark One) <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Academic Professional/Staff		
Training <input checked="" type="checkbox"/> CITI Training, October 21, 2013 <input checked="" type="checkbox"/> CITI training-International Research SBE, October 28, 2015.		

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2. PROJECT TITLE
IB-PYP Workshop Leaders: Understanding the Tensions, Struggles, and Successes ~~and Disparities~~ of their Profession

3. Please review the six [6] categories of exemption listed below and indicate the category or categories that apply to your research. [Note: Exempts do not apply for prisoners, or for research that specifically targets persons who are cognitively impaired or persons who are economically or educationally disadvantaged.]

☒ 1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

☐ 2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior³, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

☐ 3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

☐ 4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. [Note: to be eligible for this exemption, all data, documents, records or specimens must exist prior to IRB review and must have been collected for purposes other

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University of Illinois at Urbana-Champaign
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than the proposed research. To qualify for an exemption in this category, the proposed research must be strictly retrospective.)

- ☐ 5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads. The program must deliver a public benefit or service (e.g., Social Security Act or Older American Act). Such research or demonstration projects must be conducted pursuant to specific federal statutory authority; there must be no statutory requirement that the project be reviewed by an Institutional Review Board and the project must not involve significant physical invasions or intrusions upon the privacy of participants.
- ☐ 6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration (FDA) or approved by the Environmental Protection Agency (EPA) or the Food Safety and Inspection Service of the U.S. Department of Agriculture (USDA).

If the proposed research does not qualify in any of these categories, please complete the IRB-1 application found at: www.irb.uiuc.edu

4. Research Summary: Please summarize, in lay language, the objectives and significance of the research.

This study aims at examining the experience of workshop leaders in the Primary Years Program of the International Baccalaureate Organization (IB-PYP), a curriculum framework for the primary school that is sponsored and managed by the International Baccalaureate Organization (IBO), a non-profit organization that is headquartered in Geneva, Switzerland.

Particularly, this study focuses on the tensions, struggles, and successes of the workshop leaders as they demonstrate their roles in leading workshops, consulting with schools, visiting schools for accreditation assessment, and as they build their own capacity within the IB philosophy and the globalization of education, including the globalization of the IB education.

The outcomes of the study will provide insights related to policies, curriculum development, teacher professional development, pedagogy, school management, and hopefully policies within the contexts of IB schools and organization.

5. Participants: Describe who will participate in the research and how they will be recruited.

The participants of the study are senior educators in IB-PYP who have achieved professional development roles as workshop leaders, school consultants, and school visitor/assessor for accreditation purposes. The intended participants will have led workshop for at least two years, consulted at least one school for accreditation candidacy, and visited two schools or more for accreditation assessment. The intended participants will be IB-PYP educators from Indonesia (where the researcher is from) and the United States (where the researcher currently resides). In addition to IB-PYP workshop leaders, I will also include school administrators, IB coordinators, and teachers.

To recruit participants, I will contact IB-PYP schools and people that I know for their suggestions of names of workshop leaders and their contact information. In the case where schools suggest more than one name, I will select names that are most highly recommended. I will then communicate with the mentioned names to describe my study and invite their participation. If they agree to participate, I will discuss with them the recruitment script, describing the details of the study and the participation requirements. Once they understand their roles and accept to participate, they will sign the consent form.

6. Research Procedure: Specifically describe what the participants will do and where the activities will take place. Outline the approximate dates and durations for specific activities, including the total number of treatments, visits, or meetings required and the total time commitment. Please include a copy of each of your measures as attachments.

My interaction with the participants will be:

1. With workshop leaders:
 - a. Pre-interview communication to get their educational and professional profiles by email, vitae form, and phone/Skype conversation.
 - b. Two audio-recorded interview sessions of 60 – 90 minutes each via phone, Skype, or face-to-face interviews.
2. With principals and teachers: one interview with principals, IB coordinators, and teachers as identified by workshop

- leaders or as relevant to support previous interviews (in number 1).
3. Class and workshop visits and surveys.
 4. Post interview communication to confirm interviews and written materials, to provide additional info, and/or to answer any follow up questions they might have.

Note:

-The above activities will begin in June 2016.

-Surveys will be conducted in Winter 2016. (Survey questions will be developed and communicated to IRB office in Fall 2016)

7. Data Collection Please explain how confidentiality will be maintained during and after data collection. If applicable, address confidentiality of data collected via e-mail, web interfaces, computer servers and other networked information.

From the above interactions, data will include personal documents (such as vitae), audio recorded conversations, transcripts of audio recordings, emails, notes, and other materials used in the workshops. Emails will be transferred into PDF format and deleted permanently from the computer after being printed. I will code all written materials, interview transcripts, audio, printed materials, and notes. I will keep the code key file that shows identification of participants separately from the data itself. All soft copy materials will be stored in a secured password-protected computer. All hard copy materials will be stored in a locked document keeper that is stored in a locked filing cabinet in my office. The data will only be accessible to the RPI and the investigator only. I will keep the data for five years and then destroyed. In addition to recorded audio interviews and communication by emails, Skype, phones, and artifacts, I will also include IB-PYP school observations and workshop observations to understand the activities of educators and workshop leaders.

8. Consent Process: Describe when and where voluntary consent will be obtained, how often, by whom, and from whom. Attach copies of all consent and assent forms.

The voluntary consent letter will be obtained prior to the pre-interview communication, interview, class visits, and workshop visits, expectedly to begin in January June 2016. Consent letters will be obtained from teachers, IB coordinators, principals, and workshop leaders.

9. Dissemination of Results: What is (are) the proposed form(s) of dissemination (e.g., journal article, thesis, academic paper, conference presentation, sharing with the industry or profession, etc)?

The results of this study may be disseminated in the format of journal article, academic paper, conference presentation, sharing forum with educators, dissertation, and a book.

10. Individually identifiable information: Will any individually identifiable information, including images of subjects, be published, shared, or otherwise disseminated?

- ☒ No
☐ Yes

11. Funding Information:

Is your research funded or is there a pending funding decision?

☒ No
☐ Yes

If yes, please indicate the funding agency:

Please provide a copy of the funding proposal.

12. Expected Completion Date: Summer 2018

INVESTIGATOR ASSURANCES:

I certify that the project described above, to the best of my knowledge, qualifies as an exempt study. I agree that any changes to the project will be submitted to the Institutional Review Board for review prior to implementation. I realize that some changes may alter the exempt status of this project. **The original signature of the RPI is required before this application may be processed (scanned or faxed signatures are acceptable).**



Responsible Project Investigator


June 10, 2016

Date

This section is for IRB Office Use Only

UIUC IRB Protocol No. 16369

Exempt under 45 CFR §46.101(b) ☒ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6)

Reviewed by: 

CO-INVESTIGATORS & RESEARCH TEAM ATTACHMENT

IRB Number

Responsible Project Investigator:

Project Title:

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NOV 29 2015

INST REVIEW BOARD

IB-PYP Workshop Leaders: Understanding the Tensions, Struggles, Successes, and Dreams of their Profession

- ☒ Submitting with Initial IRB-1 Application
☐ Changing research team, date of submission _____

List all investigators engaged in the research study, including those from other institutions. Include all persons who will be 1) directly responsible for the project's design or implementation, 2) recruitment, 3) obtain informed consent, 4) involved in data collection, data analysis, or follow-up.

Collaborators, outside consultants, and all graduate and undergraduate students should be listed if they will be responsible for these activities. Include all investigators named on grant proposals who will be engaged in human subjects research.

Note: Changes made to the Responsible Project Investigator require a revised IRB-1 application and amendment form.

Please copy and paste text fields to add additional researcher team members.

Last Name: Parsons		First Name: Marilyn		Academic Degree(s): PhD	
Dept. or Unit: Curriculum and Instruction		Office Address: 319 Education Building		Mail Code: 708	
Street Address: 1310 S. 6 th street		City: Champaign		State: IL	Zip Code: 61820
Phone: 217-244-3577		Net ID: marilynj		E-mail: marilynj@illinois.edu	
Affiliation:	<input checked="" type="checkbox"/> UIUC <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Academic Professional/Staff <input type="checkbox"/> Grad Student <input type="checkbox"/> Undergrad Student <input type="checkbox"/> Visiting Scholar, or <input type="checkbox"/> Non-UIUC Affiliate of (Institution):				
	Training <input checked="" type="checkbox"/> CITI Training, Date of Completion, 10/29/15 ¹ <input type="checkbox"/> Additional training, Date of Completion ¹				

¹ Additional CITI modules may be required depending on subject populations or types of research. These include: (i) research enrolling children; (ii) research enrolling prisoners; (iii) FDA regulated research; (iv) data collected via the internet; (v) research conducted in public elementary/secondary schools; and, (vi) researchers conducted in international sites

Research Team Attachment, version 4/08/2013

<input type="checkbox"/>	Please check box if this individual should be copied on IRB correspondence
--------------------------	--

Last Name: Sudibyo		First Name: Leonaradus		Academic Degree(s):	
Dept. or Unit: Curriculum and Instruction		Office Address:		Mail Code: 708	
Street Address: 2053 S Orchard St. #A		City: Urbana		State: IL	Zip Code: 61801
Phone: (203)927-7353		Net ID: Sudibyo2		E-mail: sudibyo2@illinois.edu	
Affiliation:	<input type="checkbox"/> UIUC <input type="checkbox"/> Faculty <input type="checkbox"/> Academic Professional/Staff <input checked="" type="checkbox"/> Grad Student <input type="checkbox"/> Undergrad Student <input type="checkbox"/> Visiting Scholar, or <input type="checkbox"/> Non-UIUC Affiliate of (Institution):				
	Training <input checked="" type="checkbox"/> CITI Training, August, 8/2013 <input checked="" type="checkbox"/> CITI training-International Research SBE, October, 28, 2015.				
	<input checked="" type="checkbox"/> Please check box if this individual should be copied on IRB correspondence				

Last Name:		First Name:		Academic Degree(s):	
Dept. or Unit:		Office Address:		Mail Code:	
Street Address:		City:		State:	Zip Code:
Phone:		Net ID:		E-mail:	
Affiliation:	<input type="checkbox"/> UIUC <input type="checkbox"/> Faculty <input type="checkbox"/> Academic Professional/Staff <input type="checkbox"/> Grad Student <input type="checkbox"/> Undergrad Student <input type="checkbox"/> Visiting Scholar, or <input type="checkbox"/> Non-UIUC Affiliate of (Institution):				
	Training <input type="checkbox"/> CITI Training, Date of Completion, <input type="checkbox"/> Additional training, Date of Completion,				
	<input type="checkbox"/> Please check box if this individual should be copied on IRB correspondence				

INVESTIGATOR ASSURANCES

I certify that the information supplied on this form is complete and correct and that new members of the research team will not engage in research until IRB approval has been obtained.


11-24-15
 Responsible Principal Investigator Date

Research Team Attachment, version 4/08/2013



University of Illinois
at Urbana-Champaign

Institutional Review Board Office
528 E. Green St. #203, MC-419
Champaign, IL 61820
tel: 217-333-2670 E-mail: irb@illinois.edu
Web: www.irb.illinois.edu

DATA COLLECTED IN INTERNATIONAL SITES

International research conducted by UIUC investigators falls under the University purview and guidelines. Research projects must also be reviewed and approved by the local equivalent of an IRB. When there is no equivalent board or group, investigators are asked to rely on local experts or community leaders to provide approval when such approval is relevant to the research. The UIUC IRB will grant approval after documentation of local approval has been provided.

Note: All researchers collecting data outside the U.S. are required to complete the CITI module for international research.

If any non-English subjects are going to be recruited, please complete a Certificate of Translation and a verifying accurate translation of applicable study documents.

Investigator: Dr. Marilyn Johnston-Parsons
Student Investigator [if applicable]: Leonardus Sudibyo
Protocol Title: IB-PYP Workshop Leaders: Understanding the Tensions, Struggles, Successes, and Dreams of their Profession

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1. Where is the research to be conducted?

*The main data collection will be collected in the United States, but case study data will also be collected in other countries (Indonesia, Ecuador, and one or more countries). Research participants in the U.S. and in other countries will be interviewed via telephone or Skype communication. If resources become available, the investigator may conduct on-site interviews in the participants' countries or in locations where the participants happen to be conducting workshops or school consultancies or attending other events. The number of participants will range between 10 to 15 people. The data collection will be conducted in English.

2. Provide information about the ethics committee (IRB equivalent) or other regulatory entity requiring review of the research in the host country. Please provide contact information for the local entity.

*I would like to request a waiver for documentation of participants including the need for signatures.
*I will be interviewing individuals who work for IB International Schools. They may or may not be citizens of the country in which they are teaching. In their role as a "workshop leader" they may travel to another place in their country or wherever they are assigned internationally to conduct workshops, to consult with schools, and/or to assess schools. I do not know with whom, or from which country, I will get permission to interview these workshop leaders.
*I have communicated with the Director of IB Research at the International level. She was interested in my research but was unable/unwilling to give me the names of IB workshop leaders. However, she did say that she would like to put my study on the IB research website when it is completed.

3. Describe qualifications the researcher has in relevant coursework, past experience and/or training to justify their international research capabilities.

*The doctoral student investigator is in the fourth year of his doctoral study at the College of Education-UIUC. He was formerly a school director/administrator and a director of a university language center organizing programs that recruited teaching staffs from Spain, Italy, the United Kingdom, Canada, the United States of America, and Australia. He also worked collaboratively with an IB school in Papua, Indonesia.

Version dated, 06/06/2013
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4. Describe any aspects of the cultural, political, or economic climate in the country where the research will be conducted which might increase the risks for participation. Describe the steps the researcher will take to minimize these risks.

*The student investigator is competent in inter-cultural communication and has demonstrated this competency in his previous jobs. He is a near-native English speaker, is a native speaker of Indonesian language, and has a basic knowledge of Spanish. The data collection will be conducted primarily in English and Indonesian languages, with the possibility of interviews in Spanish. The research participants will be individual IB educators (Workshop Leaders and or School Consultants) who are native speakers of English, Spanish or Indonesian languages who are also competent English speakers. The interview will be conducted in English since all participants are competent English speakers.

5. Clarify whether the researcher was invited into the community. If so, please provide documentation of the collaboration. If not, describe how the researcher will have culturally appropriate access to the community.

*The student investigator is not invited into the community.

6. Clarify if the researchers will consult with the research subjects before study findings are published. If yes, please explain.

*The doctoral student investigator plans to be in touch with the participants for member checking on notes and transcripts. He will also notify the participants by using current communication media before the result will be published.

7. If the researcher collecting data is a student, describe how the student will communicate with their advisor during the conduct of the researcher. Furthermore, describe how the advisor will oversee the research.

*In the event that the doctoral student researcher visits the participants outside the U.S., he will stay in touch with his advisor by email, phone, and Skype messages.

8. Describe how the researcher will communicate with the IRB while conducting the research in the event the project requires changes or there are reportable events.

*In the event that the doctoral student researcher needs to contact the IRB while outside the U.S., the student researcher will reach the IRB directly by email or via the student's advisor.

Compensation Plan:

A small gift will be given to compensate participants for their time and thoughts. Indonesians are culturally expected to reward for time and participation with small gifts. Therefore, workshop leader interviewees will receive small gifts of no more than \$25 and teachers/principals will receive pens or other small objects as a token of appreciation.

Description of Study

1. Title of Study:
IB and Non-IB Workshop Leaders in Teacher Professional Development: Understanding the Tensions, Struggles, and Successes of their Profession.
2. Methodology: Narrative Inquiry
3. Investigators:
 - a. Primary Investigator: This study is conducted by Marilyn Johnston-Parsons, PhD from the University of Illinois Urbana Champaign.
 - b. Co-investigator: Leonardus Sudibyo (Researcher-Participant), graduate student of the College of Education at UIUC.
4. Study participants:
 - a. IB-PYP workshop leaders from The United States and Indonesia
 - b. Non-IB workshop leaders
 - c. Principals, IB coordinators, and teachers.
5. Data Collection:
 - a. Workshop leaders: Pre-interview communication for background and professional profiles.
 - b. Workshop leaders: Two audio-recorded interviews of 60-90 minutes.
 - c. Principals, IB coordinators, and teachers: Survey and possible interview as necessary.
 - d. Visits: class and workshops.
 - e. Teachers: online Survey Monkey and possible follow up interview
 - f. Post-interview communication for brief follow-up questions and clarification of notes or transcripts.
6. UIUC Contacts:
 - a. Primary Researcher: Marilyn Parsons, PhD., Phone (217) 766-0831, email: marilynj@illinois.edu
 - b. UIUC College of Education contact:
David Requa
Coordinator of School-University Research Relations
Center for Education in Small Urban Communities
College of Education, UIUC
1310 S. Sixth Street, Rm 25, Champaign, IL 61820. Phone (217) 300-5021
 - c. Co-investigator:
Leonardus Sudibyo
1-(203) 927-7353
email: lsudibyo@gmail.com; sudibyo2@illinois.edu

Appendix D:

RECRUITMENT FORM

Participant Recruitment Script – Workshop Leaders

IB-PYP Workshop Leaders:
Understanding the Tensions, Struggles, and Successes of their Profession

My name is

I am a PYP-Workshop leader with the following experience.

Starting Date (Month, Year)	
PYP Workshops that I have conducted. <i>Please describe. Frequency/numbers. Location (Schools/districts, state/country, topics, comments if any)</i>	My workshops:
I have been assigned a school consultancy. <i>If YES (circle your choice), please describe.</i> <input type="checkbox"/> YES - <input type="checkbox"/> NO	(When-what schools-locations)
I have visited school for accreditation assessment. <i>If YES (circle your choice), please describe.</i> <input type="checkbox"/> YES - <input type="checkbox"/> NO	(Team leader/member-when-what schools-locations)
Description of participation	<ol style="list-style-type: none"> 1. Pre-interview communication 2. Two interviews of 60-90 minutes 3. Post-interview communication 4. Participants can quit participating at any time
Willingness to participate. <i>Please give signature or initials if you are willing to participate.</i>	(Signature/Initials)

Consent Letter of Participation – IB PYP Workshop Leaders

IB-PYP Workshop Leaders:

Understanding the Tensions, Struggles, and Successes of their Profession

You are invited to participate in a research study on understanding the tensions, struggles, and successes of IB-PYP workshop leaders. You will be invited to talk about your professional involvement (as IB-PYP workshop leaders, school consultants, and school visitors for accreditation) and your stance towards your profession and globalization of IB and education in general. Your experiences will be compared to other participants who are IB-PYP workshop leaders from your country or other countries in order to better understand the work. This study is supervised by Marilyn Johnston-Parsons, PhD from the University of Illinois Urbana Champaign.

If you agree to participate in this study I would like to conduct two audio-recorded interviews of approximately 60-90 minutes each during the period from January 2016 to December 2016 via telephone, Skype, or face-to-face. Interview sessions will be scheduled at your convenience and can be rescheduled if your schedule changes. There will be preliminary communication to gather some general background and professional information, and a follow up interaction to clarify or confirm the interview transcript and other written materials and to answer any follow-up questions you may have.

For the interviews, you will be asked to describe your experiences working with IBO programs as an IB-PYP workshop leader, school consultant, and/or school visitor for accreditation assessment. The topics of the interview may include: (a) your achievement in your own professional development; (b) motivation for schools adopting the IBO curriculum and their program implementation; (c) school consultancy matters: teacher professional development, supports for and initiatives by school stakeholders such as teachers, IB coordinators and the principals, technology and library improvement, pedagogy, and school atmosphere; and (d) your thoughts about your roles, future dreams, and globalization. The discussions will be audio-recorded.

Your decision to participate is completely voluntary and you have the right to withdraw from participation at any time without penalty. You may skip any of the interview questions you do not wish to answer.

There are no risks to individuals participating in this study beyond those that exist in daily life. Your participation in this research will be completely confidential. Your identity will be protected.

Possible outlets of dissemination for this research once it is completed may be an academic presentation, a report, a paper submission to journal, and/or a book.

If you have questions about this project, you may contact Dr. Marilyn Parsons in the College of Education at the University of Illinois Urbana Champaign by phone at 217-766-0831 or email marilynj@illinois.edu.

If you have any questions about your rights as a participant in this study or any concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670 (collect calls accepted if you identify yourself as a research participant) or via email at irb@illinois.edu.

Please print a copy of this consent form for your records, if you so desire. Or, a separate copy is already prepared for your file.

(If you give this consent via email, please copy the following phrases or type them in your reply message: "I have read the following consent document in the email below, and by replying this email, I hereby give my consent and intension to participate in this study.")

Participant's Signature:

I have read and understand the above consent form, I certify that I am 18 years old or older and, by signing this form, I indicate my willingness voluntarily to take part in the study. I agree to have our informal conversations and interviews audio-recorded.

Signature

Date

Researcher's Signature

Signature

Date

**University of Illinois at Urbana-Champaign
Institutional Review Board**

Approved: 6-14-16
IRB #: 16364

University of Illinois at Urbana-Champaign
Institutional Review Board

Approved October 20, 2017
IRB #16364